



ARIZONA
FUTURE EDUCATORS ASSOCIATION

COMPETITION GUIDELINES

REVISED April 19, 2013

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ARIZONA FUTURE EDUCATORS ASSOCIATION

FEA MISSION, MOTTO, GOALS & ETHICS

FEA MISSION

To attract, equip and provide experiences for students who are exploring teaching as a future career; to develop essential skills that will lead to highly trained and qualified teachers.

FEA MOTTO

I will pursue excellence in preparing to be a future teacher in Arizona. I hold to the highest standard and ethics and will uphold the mission and responsibilities of the Arizona FEA. I will represent myself, my school and the Arizona FEA with my best effort, attitude and commitment.

FEA GOALS

- Strive to interest students in the education profession
- Recruit future educators with diverse ethnic, racial, social and economic backgrounds
- Promote academic excellence and leadership responsibilities in students interested in teaching
- Enhance quality of school's educational programs through an appreciation of teaching and contributing to the smooth operation of the school
- Promote a positive image of education to students, parents and the community and disseminate information about teaching
- Encourage members to be role models in the school, the FEA organization and the community

CODE OF ETHICS

As future teachers and leaders of our great nation, it is imperative that our ethics be unshakable. Below are the ethical standards we expect all of our students in office to adhere. Failure to follow these guidelines will result in removal from office.

FEA CODE OF ETHICS:

- I will be honest and sincere
- I will approach each task with confidence in my ability to perform my work at a high standard
- I will willingly accept responsibilities and duties
- I will seek to profit by my mistakes and take suggestions and criticism directed toward the improvement of myself and my work
- I will abide by the rules and regulations of my school
- I will seek to improve my community by contributing my efforts and my resources to worthwhile projects
- I will respect viewpoints that I do not agree with; when I disagree, I will do so in a respectful manner
- I will not engage in illegal activities while I am an FEA Officer
- I will not drink or smoke during FEA sponsored activities
- I will not engage in sexual activities during FEA sponsored activities

ARIZONA FUTURE EDUCATORS ASSOCIATION

DRESS CODE

DRESS FOR SUCCESS!

You represent yourself, your family, your Advisor, your FEA program, your school and Arizona – dress accordingly.

When in doubt, dress up – not down. Take pride in your appearance and you will notice the difference. Help make FEA the CLASS of all the rest. FEA is a professional student organization. As with all professional organizations, image is crucial. If you are in doubt about what you are wearing, ask your Advisor ahead of time.

HELPFUL HINTS:

- Make sure your clothes are clean and ironed
- Don't chew gum if you are speaking in public
- Be aware of your body language and posture
- Speak clearly and directly
- Speak with confidence and conviction
- Brush your teeth or chew a mint (fresh breath)
- Make sure your hair is groomed
- Use eye contact when talking to others
- Be passionate about teaching

FEA members, advisors and guests will be dressed in appropriate business attire for all general sessions, awards ceremonies, competitive events and workshops. No visible body piercing jewelry will be allowed other than ears on men or women.

Appropriate Business Attire for Men: May include sport coat, dress slacks, collared shirt, necktie, polo shirt, sweater, school FEA polo, dress shoes and dark socks, clean tennis shoes

Appropriate Business Attire for Women: Pant suit, skirt, dress slacks, blouse, sweater, dress shoes, nylons, school FEA polo, clean tennis shoes

Inappropriate Dress: Overalls, shorts, exercise or bike shorts, backless, see-through, tight fitting, spaghetti straps, strapless, extremely short or low cut blouses/tops/dresses/skirts, tank tops, casual sandals, visible undergarments, t-shirts, jeans

ARIZONA FUTURE EDUCATORS ASSOCIATION

PRE-QUALIFIERS & PREPARATION

QUALIFIER FOR ALL COMPETITIONS

ALL students who participate in FEA State sponsored competitions will be required to complete and submit the following with their Competition registration entries which will count as **10%** of their total event score:

ECAP: As part of preparation and success in the workforce and successful transition to post-secondary, students will complete the ECAP career action plan online @ www.azcis.intocareers.org. This will enable students to map out their plan in their career cluster that will identify skills, educational requirements, anticipated earnings and employment outlook. They will identify their Program of Study and universities and colleges that offer their program. Each student will have a user name and password for their personal ECAP. The tutorial will walk them through the steps to develop an effective plan that will assist them with their career needs and goals. Once completed, the student will make a copy to submit with their competition registration entry form as a pre-qualifier.

Resume: Each student will complete a resume. This can be done online @ www.azcis.intocareers.org. The preference is *The Functional Resume Format*.

THE FUNCTIONAL RESUME WILL GENERALLY FOLLOW THIS TYPE OF PATTERN

- Name and Address Header
- Opening Headline, Objective or Occupational Title
- Summary of Qualifications
- Experience Highlights
- Work/Employment History
- Education and specific Computer, Software or Equipment Skills or Training

Breakdown: The functional resume format uses a summary introduction section followed by a detailed description of the job seekers skills and expertise in specific functional areas. This "functional" section serves as the main area of content. Work History will be listed below (usually in reverse chronological order). Work History is represented as a simple listing and does not include descriptions of the job. Education and other sections are listed below. Once the resume is completed, a copy will be made by the participant and submitted with their competition registration entry form as a pre-qualifier.

Interview: All students entering a competition will complete an Education Career related interview that may be administered by a school faculty member, administrator or other interviewing venue prior to the entry deadline. The interview must be a minimum of ten (10) minutes in length and include the following:

- Identify what area of education you want to teach
- Why you want to be a teacher
- How the skills you have developed in FEA have helped prepare you for your career
- Your classroom management style
- The skills you bring to the classroom
- If you could change education in anyway, what would you do
- Verification of completed interview will be submitted with competition registration entry form

Online Pre-Qualifier: Students participating in the following events will have the opportunity to take an online test to assist them in event preparation:

- Arizona History
- Chapter Blog
- Electronic Career-Portfolio
- Early Childhood Teaching: Instructional Support
- Early Childhood Teaching: Language & Literacy
- Early Childhood Childcare Display of Theme Development
- Education of the Future
- Emergency Preparedness
- Energy Day
- Essay Writing
- Ethics in Education
- Exploring Education Administration Careers
- Exploring Professional Support Services
- FEA Chapter Meeting Protocol
- FEA Leadership Award
- FEA Moment Speaker
- Impromptu Speaking
- Inside Our Schools
- Instructional Technology Lesson
- Job Application
- Lesson Planning & Delivery
- Program of Activities Multimedia Presentation
- Public Speaking
- Recruitment & Marketing
- Researching Learning Disabilities
- Spotlight on Special Education
- Service Project Presentation
- Storybook Creation & Presentation
- Technology Video

The purpose of the Pre-Qualifier test is to better identify student readiness for competitions and help Advisors better prepare students for their competition events. Students will receive feedback on their results so they can work on the areas of concern.

The online test will be taken by students in the time frame of **November 20 through January 20** as a means of determining their readiness for their event(s).

This will be a great tool in helping Advisors prepare students and for participants to have a better competition experience and an understanding of the elements of the event they need to know to prepare for their event.

It is the hope that through this preparation the students will have a more enriched experience and find greater success in their participation as well as provide a barometer for determining what students need to focus on as they prepare for their event. The tests will be administered online and proctored by a faculty or administrator member of the school other than the program advisor

ECAP, RESUME & INTERVIEW

SCORING RUBRICS

Student Name: _____ School: _____

Advisor Name: _____ Email: _____

ECAP	CHECK IF COMPLETED
Four Year High School Plan is Outlined	
Create Financial Plan	
College Program Course Outlined	
Leadership Experience Listed	
Guidance Counselor Signature	

Advisor Signature: _____ Counselor Signature: _____

RESUME	CHECK IF IDENTIFIED
Name, Address Header, Opening Headline, & Objective	
Summary of Qualifications	
Experience Highlights	
Work/Employment History	
Education & Specific Skills	

Advisor Signature: _____ English Teacher Signature: _____

INTERVIEW	CHECK IF COMPLETED
Interview signed and verified by faculty member or administrator	<input type="checkbox"/>
Discussed why they want to be a teacher & what area they want to teach	<input type="checkbox"/>
Identified skills they bring to the position	<input type="checkbox"/>
Identified classroom management style	<input type="checkbox"/>
Answered all interview questions	<input type="checkbox"/>
	<input type="checkbox"/>

Advisor Signature: _____ Interviewer Signature: _____

All three (3) elements completed will count as 10% of total event score

FEA COMPETITION MATRIX

COMPETITION NAME	CHAPTER	INDIVIDUAL	TEAM	STATE	NATIONAL	MULTIMEDIA	SPEAKING	WRITING	DIGITAL PRESENTATION	ORAL/DISPLAY PRESENTATION	LESSON PLAN	RESEARCH
Arizona History			*	●			●	●		*	*	*
Chapter Blog			*	*		*		*				
Chapter Banner		*		*		*						
Electronic Career Portfolios		*		*			*	*	*	*		
Early Childhood Childcare Display of Theme Development			*	*			*			*		
Early Childhood Teaching: Instructional Support		*		*				*				*
Early Childhood Teaching: Language & Literacy		*		*				*				*
Education of the Future			●	●			●	●		●		●
Emergency Preparedness			●	●	●					●		●
Energy Day			*	●	●	*	*	●		*		*
Essay Writing		●		●	●			●				
Ethics in Education Case Studies		●		●	●					●		
Exploring Education Administration Careers			●	●						●	●	●
Exploring Professional Support Services Careers			●	●						●	●	●
FEA Moment Student Speaker	●			*			*	*				
FEA Meeting Protocol			*	*			*	*		*		
FEA Teacher of the Year	*											
Impromptu Speaking		●		●	●		●	●				
Inside Our Schools			●	●		●			●			
Instructional Technology Lesson		●		●	●						●	
Job Application		*		*	*			*		*		
Lesson Planning & Delivery		●		●	●			*			*	
Program of Activities Award	●			●				●				
Program of Activities Multimedia Presentation			●	●		●						
Public Service Announcement			●	●	●	●						
Public Speaking		●		●			●	●				●
Recruitment & Marketing			●	●			●			●		
Researching Learning Disabilities			*	*	*							*
Service Project			●	●			●			●		
Spotlight on Special Education Project		●		●		●	●	●				●
Storybook Creation & Presentation		*		*			*	*		*		
Student Achievement Award		●		●				●				
Technology Video Competition			●	●	●				●		●	●

ARIZONA FUTURE EDUCATORS ASSOCIATION

COMPETITION OVERVIEW

ARIZONA HISTORY

The Arizona History competition is a team event which allows your team to research information about your school, school district or the State of Arizona as it relates to education. Discovering where and how it all began and developed to present day can be a great learning experience to know how and why education developed in the manner it did. Student work will be used as supplemental curriculum lessons for the Education Professions Program to learn more about Arizona's history of school development and educational systems. The lesson plan is submitted for review by a panel of judges by the competition entry deadline and the team will do a presentation of their lesson at the FEA State Conference & Competitions.

CHAPTER BLOG

The Chapter Blog competition is a team event that allows chapters to share ways that they share information and collaborate as you showcase events, assignments and chapter activities throughout the school year. It should include reflections, projects, teaching field experience feedback, service projects and meeting minutes. This is a great social medium to illustrate the many activities and influence of your chapter in education. The chapter blog URL must be submitted by the competition entry deadline.

CHAPTER BANNER

Chapter Banner is an event that allows chapters the creativity to design a banner that will identify and brand your chapter to showcase in the Parade of Flags, the kick-off to our State sponsored events. It will also be used for FEA student presentations at various venues and events on and off campus. Orders for banners need to be submitted at least four (4) weeks prior to conference to be available for schools to present at conferences.

ELECTRONIC CAREER PORTFOLIO

Electronic Career-Portfolio is an individual event that provides students an opportunity to document and showcase teaching experience, lesson plans, educational theories, reflections and samples of work and accomplishments related to your teaching pathway. Digital portfolios are necessary in today's job market. The Electronic Career-Portfolio must be submitted electronically by the competition entry deadline.

EARLY CHILDHOOD DISPLAY OF THEME DEVELOPMENT

The Early Childhood Display of Theme Development is a team event that focuses on developmental teaching concepts and activities based on a theme that includes a lesson plan, daily schedule and activity plan. This allows for creativity in planning age appropriate activities and providing your team members the opportunity to present their lesson objective and activity plan to a panel of judges. The lesson plan and activity form will be submitted by the competition entry deadline for review by a panel of judges and the team will present their display at the FEA State Conference & Competitions.

EARLY CHILDHOOD TEACHING - INSTRUCTIONAL SUPPORT

The Early Childhood Teaching - Instructional Support is an individual event that focuses on planning developmental teaching concepts and activities related to instructional support for age appropriate groups based on a selected theme. This event includes research, creating a lesson plan and providing supporting materials. The lesson plan and activity form will be submitted by the competition entry deadline for review by a panel of judges

and you will do an oral presentation of your lesson and activity plan at the FEA State Conference & Competitions.

EARLY CHILDHOOD TEACHING - LANGUAGE & LITERACY

The Early Childhood Teaching - Language & Literacy is an individual event that focuses on planning developmental teaching concepts and activities in language and literacy for age appropriate groups based on a selected theme. This event includes research, creating a lesson plan and providing supporting materials. The lesson plan and activity form will be submitted by the competition entry deadline for review by a panel of judges and you will do an oral presentation of your lesson and activity plan at the FEA State Conference & Competitions.

EDUCATION OF THE FUTURE

Education of the Future is a team event that provides students the opportunity to create the school of the future and present your plan to a panel of judges at the FEA State Conference & Competitions. The project includes creating ideas that address learning environments, technology in instruction, facility design and size, curriculum, leadership and staff development opportunities and other areas that make a school unique, effective and functional. This is your opportunity to create the “perfect” school where optimal learning can take place.

EMERGENCY PREPAREDNESS

This is an individual event that will be submitted by the competition entry deadline for review by a panel of judges. The purpose of this competition is to learn about our school’s emergency preparedness plan. You will interview the appropriate school staff members who have a key role in implementing the plan. You will combine research and interview findings into a cohesive three (3) page report that explains the procedure for responding to one (1) natural disaster and one (1) violent or threatening situation.

ENERGY DAY

The Energy Day is a team event sponsored by SRP that provides you an opportunity to host an Energy Day on your campus and present to a panel of judges your event outcomes at the FEA State Conference & Competitions. You will create a portfolio of artifacts and reflections about your event and collaborate with energy experts and community members in designing your event. This event includes a variety of skills including planning, teaching, collaborating, problem solving and reflection.

ESSAY WRITING

The Essay Writing competition is an individual event that showcases your writing skills based on a nationally selected theme. It is a 300-500 word essay that must be submitted by the competition entry deadline for review by a panel of judges. It includes researching the topic and displaying writing skills that capture the audience’s attention and meet the designed formatting essay requirements.

ETHICS IN EDUCATION

The Ethics in Education Competition is a team event where an ethical dilemma topic will be discussed by your FEA Chapter. Your team will present at the FEA State Conference & Competitions how your decision was made by your chapter and what factors were considered in dealing with the dilemma for the outcome of your decision.

EXPLORING EDUCATION ADMINISTRATION CAREERS

This is an individual event where the student will select one (1) education administrator that works within their school district and receive permission from the administrator to job

shadow him/her for a total of eight (8) hours. The eight (8) hours are not expected to be consecutive but accumulated over a period of several days or weeks and occur when the administrator is actively engaged in his/her work. They will complete and submit an administrator verification form, interview form and reflection paper by the competition entry deadline for review by a panel of judges.

EXPLORING PROFESSIONAL SUPPORT SERVICES CAREERS

This is an individual event where students will select one (1) specialized instructional support professional that works within their school district and will receive permission from the professional to job shadow him/her for eight (8) hours. The eight (8) hours are not expected to be consecutive but accumulated over a period of several days or weeks when the professional is actively engaged in his/her work. Contestants will complete and submit a Professional's Verification Form, Interview form and reflection paper by the competition entry deadline for review by a panel of judges.

FEA CHAPTER MEETING PROTOCOL

This is a team event with five (5) students to demonstrate skills in Robert's Rules of Parliamentary Procedure. Students will present at the FEA State Conference & Competitions a mock FEA Chapter Meeting agenda demonstrating proper Parliamentary Procedure following the Robert's Rules for running a meeting.

FEA LEADERSHIP AWARD

This is an individual event identifying outstanding student leadership and service. This event involves involvement in service projects related to educational issues and writing an essay about the experience. Entries must be submitted by the Competition Entry deadline for review by a panel of judges.

FEA MOMENT SPEAKER

The FEA Moment Speaker is an individual event where students will submit a story about how they were influenced to become a teacher and how FEA has influenced and prepared them for their career. The top three (3) students are selected to read their story at the FEA State Conference & Competitions. Entries will be submitted for review by a panel of judges by the Competition Entry deadline.

FEA TEACHER OF THE YEAR

Each year an FEA Advisor is recognized for their outstanding efforts in creating an effective FEA Chapter. There are several criteria for selection. They must be recommended by chapter members and the school principal to be selected and an application form must be completed and submitted by the Competition Entry deadline.

IMPROMPTU SPEAKING

This is an individual event for students who can articulate their thoughts clearly with little preparation. They have the ability to organize thoughts and facts about a variety of educational issues and present them before a panel of judges at the FEA State Conference & Competitions in a two-three (2-3) minute timeframe.

INSIDE OUR SCHOOLS

This is a team event that explores best practices in teaching used by teachers within your school or district. These best practices will be documented and recorded to a four-five (4-5) minute DVD format and submitted for review by a panel of judges by the Competition Entry deadline.

INSTRUCTIONAL TECHNOLOGY LESSON

This is an individual event where the student will design a lesson using three (3) different technologies and teach it in a live classroom setting. All elements of an effective lesson will be demonstrated and documented in a ten (10) minute edited video outlining the lesson. Entries must be received by the competition entry deadline to be reviewed by a panel of judges.

JOB APPLICATION

The Job Application competition is an individual event that simulates the process of applying for a teaching position. An effective and *completed* application and effective resume will bring attention to the interviewer as someone they want to interview for a position. The purpose of the application & resume is to get your foot in the door for an interview. The interview will allow you to showcase your skills and passion to be a teacher. The top ten (10) applicants will be selected for the Interview, just like the real world experience. The application & resume is submitted by the competition entry deadline for review by a panel of judges.

LESSON PLANNING & DELIVERY

This is an individual event where the student will develop a lesson plan with reflection and submitted along with a ten (10) minute edited DVD of the lesson plan being delivered. Entries must be received by the competition entry deadline.

FEA CHAPTER PROGRAM OF ACTIVITIES AWARD

This is a Chapter event and does not count as one (1) of the students individual or team event entries. This award identifies FEA Chapters who are active and have participated in FEA State sponsored events and training. Chapters are recognized at three (3) levels - Gold, Silver and Bronze. The FEA Chapter of the year will be selected from the submitted entries based on the scoring rubrics.

FEA PROGRAM OF ACTIVITIES MULTIMEDIA PRESENTATION

This is a team event where students will document through photos, captions and video clips their FEA Chapter activities for the year identifying several suggested categories of activity. The DVD must be under five (5) minutes and capture the Chapter involvement throughout the year in a creative and entertaining format. Entries must be received by the Competition Entry deadline to be reviewed by a panel of judges.

PUBLIC SERVICE ANNOUNCEMENT (PSA)

This is a team event where students create a PSA under one (1) minute that promotes educational careers and teaching. The DVD should appear like commercial advertising careers in education professions. Entries must be received by the Competition Entry deadline to be reviewed by a panel of judges.

PUBLIC SPEAKING

This is an individual event where students will select from one (1) of three (3) topics about educational issues and create a four-five (4-5) minute speech about the topic. Participants will submit their speech for review and evaluation by a panel of judges by the Competition Entry deadline. Participants will present their speech at the FEA State Conference & Competitions before a panel of judges for final evaluation.

RECRUITMENT & MARKETING PRESENTATION

This is a team event with students presenting at the FEA State Conference & Competitions their programs, strategies and activities that promote their program and attract members.

All team members must be involved in the presentation and a display board will be used to illustrate their presentation. Use of technology media is permitted but must be provided by the presentation team.

RESEARCHING LEARNING DISABILITIES

This is a team event designed to provide chapter members an opportunity to work collaboratively to learn more about specific learning disabilities and produce a group research paper and PowerPoint that could be used to educate others about learning disabilities.

SERVICE PROJECT PRESENTATION

This is a team event with students presenting at the FEA State Conference & Competitions their service project they participated in this year. They should highlight the impact it had on chapter members as well as the impact it had on those they served. All team members must be involved in the presentation and a display board will be used to illustrate their presentation. Use of technology media is permitted but must be provided by the presentation team.

SPOTLIGHT ON SPECIAL EDUCATION

This is an individual event where the student will select from one (1) of five (5) categories: Special Education Teacher, Speech Pathologists, School Psychologist, Occupational Therapist, Physical Therapist and complete a research paper, job shadow and DVD of the job shadowing experience. Entries must be received by the Competition Entry deadline for review by a panel of judges.

STORYBOOK CREATION & PRESENTATION

This is an individual event focused on literary development of an illustrated storybook designed for pre-school through third grade. The storybook will be original and focus on a specific positive character trait and present it to a panel of judges.

STUDENT ACHIEVEMENT AWARD

The Student Achievement Award is open to *ALL* FEA chapter affiliated members. It does not count as one (1) of the individual events for competition entries. This event documents the involvement of individual students in the FEA Chapter for the year in State sponsored FEA events and local Chapter events. There are three (3) levels of achievement based on participation and involvement in their FEA Chapter. The FEA Student of the Year is selected from all entries based on the most points earned. Entries must be received by the Competition Entry deadline.

TECHNOLOGY VIDEO

This is a team event that allows student to create a DVD one-two (1-2) minutes in length designed to demonstrate and explore the value of using technology in the classroom. The DVD should demonstrate creative and innovative ways technology can be utilized in the classroom to engage students and enhance their learning experience. The DVD must be received by the Competition Entry Deadline for review by a panel of judges.

ARIZONA FUTURE EDUCATORS ASSOCIATION

GENERAL COMPETITION INFORMATION

Note: The following guidelines apply to all competitions. Please copy and distribute this page to each student competing in a competition.

- All contestants must complete the pre-competition qualifiers as outlined for all events
- In all events, competitors must complete the **ECAP, Resume** and **Interview** prior to the competition. A copy of **ECAP, Resume** and **Interview** (verification) form will be submitted with the conference registration form
- All contest products and submissions must include student name(s), grade, school, competition name and title of project. Please note the submission date is the **LAST FRIDAY IN JANUARY**. All materials must be postmarked by the deadline to qualify for review. Each competition will identify what materials are required for submission prior to the competition. Failure to submit required materials will result in disqualification
- Contestants must report to their assigned areas on time. Failure to report at their scheduled time can result in disqualification. All advisors will be provided a schedule of all of their students' scheduled competition times prior to the conference
- **Professional dress** is required for all competitions. Deductions will be given to students who do not meet professional dress standards (See registration materials for details)
- Awards will be presented to the **top three (3)** entries in each category. Honorable mention certificates will be awarded to places 4 - 10
- Indicate student competition event participation on state conference registration form
- Students may enter up to a total of **three (3)** combined events. ALL students may enter the Chapter Banner, Program of Activities Award and Student Achievement Award events and do not count as one (1) of the three (3) competition events in which they compete
- Advisors may enter a total of three (3) students in all individual events and one (1) team for team events. All team events must have a team of two-three (2-3) students to qualify. The FEA Meeting Protocol is the exception where a team consists of five (5) members
- All official FEA competition entries, applications and products must be submitted with the conference registration form by the conference registration deadline
- No advisors, spectators or peer competitors are permitted in the judging room with the participant during their competition
- Entrants grant the conference the right to use and publish submitted products in print, online or in any other media without compensation. Parental signature is required on the release form
- Entrants grant the FEA state organization the right to post photos of students for promotional purposes on the state FEA website
- All source media used for the competition must be cited in competition products
- Written permissions for copyrighted material must be obtained for the rights to display and present products at the FEA State Conference and to post products on the FEA website. All permissions obtained to use copyrighted material must be included with entry submission

Entries will be completed online at:
www.azed.gov/cte/fea under the "Registration" button

For event inquiries call: 602-542-5315

ARIZONA HISTORY

COMPETITION READINESS

AREAS OF FOCUS

- Team event
- Focus on the history of education in Arizona
- Needs to be original work – can't be a version of something already created or in operation
- Select specific grade levels
- Content of presentation needs to be innovative
- Includes a display
- Adhere to display measurements
- Follow presentation formatting (double-spaced, 12 pt. font, etc.)
- Use correct grammar and punctuation
- Document your research
- Provide reasoning behind decisions made within core areas
- Specify target area of focus: School – District – State
- Incorporate professional presentation skills
- Create a lesson plan designed for specific grade level or age group and teach it

PREPARATION TIPS

Students should:

- Decide what topic to research and what grade level you will be teaching
- Create a timeline of progression concerning this project. Include all due dates and allow time for practicing your presentation

RESEARCH

The following are research resources that may be helpful concerning your topic:

- Books
- Interview important people concerning your topic
- Guest speakers
- Internet sources
- Memorabilia
- Artifacts
- Documents
- Documentaries
- Personal documents, i.e. diaries, letters
- Incorporate these into your lesson
- Your display should document your research

LESSON

After researching and compiling the information, adapt and modify important facts/concepts so it is appropriate to the grade level you will be teaching. Create your lesson plan:

- What objectives should the lesson achieve
- Create engaging student based activities
- Create appropriate activities and be sure to consider your time frame
- Create an assessment that will measure the student achievement of your lesson objectives
- Create all of your lesson materials electronically so they can be submitted and posted on the FEA portal
- Lessons will be presented at the conference competition
- Presentation teams will need to bring their own technology to competition presentation i.e. laptop, screen, proxima

ARIZONA HISTORY COMPETITION



Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	No

PURPOSE

To discover and celebrate the rich history of education in Arizona, its impact, growth, progress and influence in today's classroom.

GENERAL INFORMATION

- Teams of two-three (2-3) students will work on and present the project
- All materials submitted must be planned, conducted and prepared by the FEA Chapter students only
- The Arizona History Project must be developed and completed during the current school year
- Create a lesson for grade levels K - 12. A copy of the lesson plan must be submitted to the FEA State Director by February 1 for preview
- The lesson must include these components: objective, practice activity, monitoring, checking for understanding, visuals, activities, outcome, assessments and documented research
- Develop and include a unit outline that contains the lesson as a component of the unit. Include grade level, history focus, objective and outcome and time period focus of the Arizona History lesson
- Students may develop their lesson and presentation from one (1) of three (3) categories:
 - History of education in Arizona
 - History of education in your school district
 - History of education in your school
- Create a three (3) minute **live document** as part of the teaching materials that includes interviewing key figures and capturing the essential information about the era (the DVD must be submitted with the Lesson Plan Template by February 1)
- The documentary must be recorded in a video format and submitted on DVD. Video must include student names and grades, school, competition name and title of project. This will be shown as part of the presentation materials and display
- Students should follow the following technical guidelines:
 - Video must be in a digital format (MPEG 4 or QuickTime)
 - Voiceovers in video must be audible
 - Title screen of video must include student names, grades, school, competition name and video title
 - All source media must be cited in video credits
 - Written permissions for copyrighted material must be obtained to show video at FEA State Conference and post video on the FEA Website
 - All permissions obtained to use copyrighted material in video must be cited in video credits. Original permission documents must be scanned or copied and included with archived material on DVD
 - Organize and archive all source media and materials on DVD so they may be accessed later

- The top ten (10) teams who submitted their lesson plans and DVD for pre-judging will be notified prior to the State Conference Competitions as event finalists for the start time of their presentation
- Participants must bring all necessary supplies and/or equipment for their presentation
- A display to document and illustrate the History of Education may be used as a visual during the presentation. This should include any printed materials, pictures, samples, research items, documentary, etc. used to identify your category history
- The display may be either freestanding or tabletop. Freestanding displays should not exceed a space of 48" deep by 60" wide by 72" high. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high
- Students may use laptops and technology during their presentation. They are responsible for supplying their own equipment
- Students will have ten (10) minutes to set up their presentation materials, media, etc. prior to their presentation
- Presentation will be eight to ten (8-10) minutes in length. Each member of the team must be involved in the presentation
- The presentation will provide an overview of the lesson and how they would deliver it identifying the grade level or age group of students, interviewing experience and what they learned, what they learned through their research about the history of education in Arizona and how this information can be used to help prepare future teachers in Arizona

SUBMISSION INFORMATION

- Complete ECAP, Resume & Interview prior to entry deadline and submit a copy with registration
- Take the online test during designated times with appropriate proctors
- A copy of your presentation will be presented to the judges at the beginning of your presentation and will be double-spaced with Name(s) of Presenters, School, Title and Category identified at the top of the page. Your presentation will include:
 - Chronological History - May use graph, divide into eras to illustrate, identifying key people who influenced changes
 - Documentation & Research Findings - List of references used
 - Interviews of current and past educators - stories, experiences, quotes
 - Significance of events and direct impact on education - identify key events and their significance in the progress of education in Arizona
 - Summary Statement - overview of presentation, what you learned from this experience and what you perceive
- All student representatives who participated in creating the presentation must be registered and present at the conference
- Spectators may not observe any portion of this event
- At the designated time, participants will have ten (10) minutes to set up a display. Only participants are allowed in the set up area
- The oral presentation will be eight to ten (8-10) minutes in length. A one (1) minute warning will be given at nine (9) minutes. Participants will be stopped at ten (10) minutes
- Following the presentation, judges will have five (5) minutes to interview and ask questions of participants

PROGRAM STANDARDS

STANDARD	3.0	Understand the History and Structure of Education in the United States
	3.1	Outline the historical development of U.S. education
	3.2	Identify major philosophies of education
	3.3	Identify the roles of state and federal government in education
	3.4	Differentiate between private and public educational approaches, including those of charter and alternative schools
	3.5	Examine current educational issues

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines. Scoring will be based on content, depth of category discussed and research used to verify outcomes.

- Presentation quality
- Display quality
- Students are encouraged to use media as part of their presentation and display to illustrate their project
- Students must provide their own media during their presentation
 - ECAP, Resume, Interview will count for 10% of total score. All team members' scores will be totaled and averaged for a final score

ARIZONA HISTORY SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
LESSON & DVD (25%)		
Quality Lesson that included objective, practice activity, monitoring, checking for understanding, visuals, activities and outcomes with assessments and research		
DVD was submitted in proper format with live interviews and capturing essential information about the era. DVD was three (3) minutes in length		
History was chronological		
Original & creative activities evident		
Integration of multiple technologies in presentation, lesson plan and DVD		
Project had extensive research & resources and chronologically identified the history category selected		
PRESENTATION (50%)		
Presentation was within eight to ten (8-10) minutes (subtract one (1) point for every fifteen (15) seconds over or under time guidelines)		
Students demonstrated appropriate use of technology in their presentation		
Display communicates project clearly and is used during the presentation to illustrate and highlight their project		
Organized & easy to follow chronologically		
All members of the presentation team participated equally and presented various aspects of their project		
Interviews & stories evident in documentary		
Events presented were relevant & significant to the foundation of education in Arizona		
Summary statement was clear & concise		
Presentation materials were comprehensive and enhanced presentation		
Dressed professionally		
Presenters were confident & well prepared		
Excellent posture, grammar & eye contact		
ECAP, RESUME & INTERVIEW (10%)		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

CHAPTER BLOG

COMPETITION READINESS

AREAS OF FOCUS

- Team event
- Your focus is documenting your educational thoughts and activities from the school year
- Provide ways to make all members' opinions included in your chapter blog
- Must be submitted in URL or CD/DVD format
- The blog must be the work of the students
- Blog should illustrate activities, events and opinions of your FEA chapter: reflections, projects, teaching experience, major projects, service projects, fundraisers, meeting minutes, etc.
- Blog must include an *About Us* page describing the purpose of the blog
- Use proper grammar, punctuation and spelling throughout entire blog
- Overall blog should appear professional yet creative, with information divided into proper categories

PREPARATION TIPS

- Start chapter blog at the beginning of the year and maintain it throughout the entire school year.

Possible websites to create a free blog:

- www.weebly.com
- www.sosblogs.com
- www.webgarden.com
- www.blogger.com (with Google account)
- Insert captions if needed; viewer should be able to understand exactly what information you are giving
- Include pictures of FEA events & activities in which your chapter participated, both state and school sponsored activities (also include dates)
- Test all other technology used in blog (video, audio, links, etc.) before submission
- Individualize your chapter blog *About Us* page with a clear purpose along with information/pictures that makes this blog unique to your chapter
- Customize blog colors and backgrounds but keep it uniform throughout all pages
- Create easy navigation through tabs and buttons leading to various pages
- Design of your blog should promote the business side of your club, offering planning, brainstorming and project roles for all members to easily view
- Organize information into appropriate categories (create pages/tabs for uniform information such as a page for events or reflections)
- Include a page for open discussion among chapter members to offer active participation from all members
- Be neat and organized but fun and creative too!

BLOG COMPETITION

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	No

PURPOSE

To provide an opportunity for FEA chapter members to document their opinions, reflections, personal experiences and discussions of FEA activities throughout the school year. The blog should have a brief description of the purpose for the blog and demonstrate creativity used in developing, sustaining and using the blog.

GENERAL INFORMATION

- Blog must be the work of the students
- The blog must be in a blog format and may incorporate audio, video and documents
- The blog must contain an *About Us Page* or entry that explains the *purpose* of the blog
- Blogs may use widgets and/or other code to enhance the features and capabilities of the blog
- Reflections and student viewpoints on educational issues, chapter activities and teaching experience throughout the year should be evident in the blog

SUGGESTED BLOG INCLUSIONS

- Field Experience
- Reflections
- Service Projects
- FEA Meetings
- Chapter activities
- FEA State Sponsored Events attended
- Educational Issues
- Class Projects
- School & District Collaborations
- Lessons
- Inner-District Dialog

SUBMISSION INFORMATION

- Submit URL of blog website or a CD/DVD with an archived version of the blog by **February 1** with FEA State Conference & Competitions registration
- Complete ECAP, Resume & Interview prior to entry deadline and submit a copy with registration. ALL team members' scores will be added and averaged for a final team score
- ALL team members MUST take the online pre-test during the scheduled testing window. All scores will be added and averaged for their final score. The online test will count for **10%** of the total team score

PROGRAM STANDARDS

STANDARD	3.0	Understand the History and Structure of Education in the United States
	3.5	Examine current educational issues
	3.6	Compare education in the United States and in other countries
STANDARD	6.0	Analyze the Roles and Characteristics of Teachers and Paraprofessionals
	6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	8.0	Explain the Issues Relating To Diversity and Its Impact on Teaching and Learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
	8.4	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group
STANDARD	9.0	Analyze the Impact of Classroom Management and Discipline Strategies on Student Learning
	9.1	Identify the relationship between effective instructional strategies and classroom management
STANDARD	12.0	Create a Lesson Plan and Related Activities to Meet the Needs of Learners
	12.4	Conduct a reflective evaluation of the implemented lesson plan
STANDARD	13.0	Apply Technology for Instruction and Management
	13.2	Investigate a new technology application that can be used to improve teaching and/or learning
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication
	13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities
	13.5	Integrate technology relevant to lesson planning, teaching and classroom management and assessment
	13.6	Identify the ways that virtual cyber learning may impact the future of education

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines

- ECAP, Resume, Interview will count for 10% of total score

CHAPTER BLOG SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
GENERAL BUSINESS PRACTICE		
The design of the blog promotes chapter business (scheduling, planning, brainstorming, highlights of events, etc.)		
Contains information for members (news, what's happening, info about club)		
USE OF BLOG		
Purpose of blog is clear, shows how the blog & associated technology is used		
Communicates vision of chapter, gathers member perspectives or opinions		
Establishes a community for members (all members contribute comments, links, pictures, etc.)		
BLOG FORMAT		
The blog is properly divided into appropriate parts (such as categories, sections, etc.)		
The responses are clear in their order & purpose		
The pages & navigation all work & members can understand how to use the blog easily!		
CHAPTER ACTIVITIES		
Chapter activities during the school year are documented & discussed		
Accomplishments are documented, described & reflected upon (why it was successful, who was involved, how members or the community benefited)		
REFLECTION & STUDENT VIEWPOINTS		
Reflection is not only what you learned but more what you are thinking about what is learned (how you might apply it in your own lives)		
Reflections indicated that an officer/member is listening well in different contexts		
MECHANICS		
Blog follows the rules of spelling, punctuation, accentuation & grammar of the language being used		
No style or usage errors, Font, coloring, etc. is aesthetically pleasing		
Blog is very enjoyable & easy to read		
CREATIVE		
Blog is appealing to students		
Is unique in incorporating multimedia		
Incorporates other features of blogs successfully & with purpose		
ECAP, RESUME & INTERVIEW (10%)		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

CHAPTER BANNER COMPETITION

Entry Per School	1
Type of Event	Chapter
State Competition	Yes
National Competition	No

PURPOSE

The Arizona FEA would like to encourage FEA Chapters to develop a chapter banner for the FEA State Conference. The banner would be on display during the FEA State Conference and presented on stage during school introductions during the Roll Call event.

GENERAL INFORMATION

- Dimension of the banner must be no larger than 5' wide and 3' tall
- Must be displayed on a pole no longer than 8'
- Must include FEA state logo in lower right corner 6" x 4"
- Create a logo specific to your chapter that identifies your chapter. It may include your mascot, school name, school colors, creative symbol and/or statement
- This will be a lasting tradition to open FEA conferences each year, so we want the banners to be top quality. You may contact the FEA State Director if you would like information on how to order a banner from your artwork. Typically, they run about \$100 (same material as the mini - chapter affiliation banners)

SUBMISSION INFORMATION

- To submit an entry for this competition display your banner at the FEA State Conference
- The best banner will be displayed on the stage during the conference and a plaque and certificate of appreciation awarded

SCORING GUIDELINES

The state officers and students attending the FEA State Conference will judge this chapter competition.

ELECTRONIC CAREER PORTFOLIO

COMPETITION READINESS

AREAS OF FOCUS

- Individual event
- Focus is your educational progress throughout your FEA experience
- Must be in digital format
- All links must be active
- Entry should illustrate experiences in FEA: lesson plans, work-based reflections, observations, teaching experience, major assignments
- Use proper grammar, punctuation and spelling throughout e-portfolio
- Overall e-portfolio should appear professional yet creative

PREPARATION TIPS

- Start Electronic Career Portfolio at the beginning of the year and maintain it throughout the entire school year. You may build off of previous year's experiences and opportunities
- Test all links before submission
- Insert captions wherever needed; judge should be able to understand exactly what you are conveying
- Include pictures of FEA events & activities in which you participated (also include dates)
- Include any outside educational work in which you participated through reflections, pictures, etc.
- Portray knowledge of varied technological tools throughout e-portfolio
- Individualize your e-portfolio with a welcome page including a picture of yourself and a short biography
- Customize Electronic Career Portfolio colors and backgrounds but keep it uniform throughout all pages
- Create easy navigation through tabs and buttons leading to various pages
- Organize pages categorically
- Include pages on your student teaching experience, with pictures, reflections and activities you most enjoyed participating in with the students
- Be neat and organized but fun and creative too!
- Spend time organizing and practicing presentation
- Be comprehensive in covering all of the aspects of the guideline expectations for the portfolio and presentation

ELECTRONIC CAREER PORTFOLIO COMPETITION

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	No

PURPOSE

To provide an opportunity for FEA chapter members to document their growth and progress during their involvement in the FEA. An electronic career portfolio is a collection of work in an electronic format that tells the story of an individual including achievements, growth, vision, reflection, skills, experience, education, training and career goals. It is a tool that gives a complete picture of who you are and includes your experiences, education, accomplishments and much more than just a letter of application and resume can provide.

GENERAL INFORMATION

- The entry should document the students experiences in FEA including materials developed in class such as: criteria and rubrics, lesson plans, work-based reflection on observation and teaching experiences, educational theories, educational disciplines, educational history, reflection on what you wish you knew and your thoughts for your future and the future of education
- Must be in a digital format to be an Electronic Career Portfolio
- Artifacts in Electronic Career Portfolio must include captions
- Electronic Career Portfolio must be submitted by **the last FRIDAY in JANUARY** with FEA State Conference & Competitions registration

SUBMISSION INFORMATION

- Enter the Competition on the Official Registration Form
- Submit a website link (URL) to your Electronic Career Portfolio with a DVD or USB flash drive. No fictitious information should be presented
- Top ten (10) entries will be selected to compete as finalists at the FEA State Conference
- Finalists may use visual aids and samples related to the project during the presentation
- The participant finalist must provide the computer/ laptop and LCD for the presentation. Internet access will be provided. Five (5) minutes will be allowed to set up and remove equipment
- The portfolio must include: a resume or data sheet and a career summary. The career summary should include career choice, description of career, skills and education required and future job outlook (e.g. monetary, advancement)
- Sample materials also must be included in the portfolio. These samples must include, but not limited to the following:
 - Career - Related Education: Describe career-related education that enhances employability. Include a summary of school activities, career research projects, application of teaching skills as they relate to their career choice
 - Educational Enhancement: Describe educational opportunities that enhance employability. Include career opportunities development planning, summaries of job shadowing, internships, informational interviews, community service projects and outcomes developed through these experiences
 - Examples of Special Skills: Includes up to five (5) examples of special skills, talents, and/or abilities related to job and career goals. These may be in any format but must fit within the dimensions of the portfolio. Audio and/or video recordings may be included in the portfolio

- Finalists will have seven (7) minutes to present. At the end of six (6) minutes a timekeeper will stand until noticed and hold up a colored time card indicating one (1) minute is left. At seven (7) minutes the timekeeper will stand up and hold a colored sign indicating the time is up. When the presentation is finished, the timekeeper will record the time used, noting a deduction of one (1) point for every fifteen (15) seconds the presentation goes over the seven (7) minute time limit
- Judges may elect to ask questions at the conclusion of the presentation

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy
	1.2	Recognize the factors that contribute to an effective school
STANDARD	3.0	Understand the history and structure of education in the United States
	3.2	Identify major philosophies of education
	3.5	Examine current educational issues
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.1	Examine the instructional and supervisory roles of paraprofessionals
	6.2	Examine instructional and supervisory roles of teachers
	6.3	Identify the characteristics of the effective teacher and paraprofessional
	6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	7.0	Comprehend the issues related to exceptional learners
	7.5	Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student's goals
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
	8.3	Identify the needs of multiple-language learners
	8.4	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.1	Identify the relationship between effective instructional strategies and classroom management
	9.2	Identify discipline strategies needed in various classroom situations
	9.3	Analyze the relationship of instructional strategies, learning objectives and learner involvement and their impact on student behaviors
STANDARD	11.0	Identify instructional methods for student learning
	11.1	Investigate various methods of instruction
	11.2	Identify teaching methods that accommodate various learning styles

STANDARD	12.0	Create a lesson plan and related activities to meet the needs of learners
	12.1	Develop objectives that are aligned with state and district standards
	12.2	Integrate the components of a lesson plan with activities and instructional materials
	12.3	Implement a lesson and a planned learning activity
	12.4	Conduct a reflective evaluation of the implemented lesson plan
STANDARD	13.0	Apply technology for instruction and management
	13.2	Investigate a new technology application that can be used to improve teaching and/or learning
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication
	13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities
	13.5	Integrate technology relevant to lesson planning, teaching and classroom management and assessment

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines.

- Required educational components include: criteria and rubrics, lesson plans, educational theories, educational disciplines and educational history
- Required reflection components including reflection on: work-based reflection on observation and teaching experiences, reflection on what student wished they knew and their thoughts for their future and the future of education
- Technology is utilized to provide documentation in an organized and user-friendly manner

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AP, Resume, Interview will count for 10% of total score

EC

ELECTRONIC CAREER PORTFOLIO SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
ARTIFACTS/DOCUMENTS		
All artifacts are included: multiple lesson plans, criteria & rubrics, educational theories, disciplines & history		
All artifacts clearly & directly related to the purpose of the electronic career portfolio		
USE OF MULTIMEDIA & CREATIVITY		
All photos, graphics, videos & sound: enhance reflections, creates interest, are examples of teaching experiences & supports purpose of electronic career portfolio		
Reflections illustrate the ability to effectively critique ones work		
MECHANICS		
Electronic Career Portfolio follows the rules of spelling, punctuation & grammar of the language being used		
No style or usage errors - font, coloring, etc. Acceptable & aesthetically pleasing		
Electronic Career Portfolio is very enjoyable & easy to read		
ANNOTATIONS/CAPTIONS		
All artifacts include a caption that clearly explains the importance of the work to the e-portfolio		
Electronic Career Portfolio is organized for easy navigation		
EASE OF NAVIGATION		
Links to all pages are connected in e-portfolio		
All external and/or document links connect		
PRESENTATION		
Career Summary: Career Description; Skills & Education Needed for the career money/salary and outlook for career		
Samples: Career Related Education; Describes career related education that enhance Employability; includes a summary of school activities, career research projects; and Application of teaching skills		
Educational Enhancement: describes educational enhancement opportunities that enhance employability. Includes career opportunities, summary of job shadowing, internships, informal interviews and community service projects.		
Examples of Special Skills: Includes up to five (5) examples of special skills, talents related to job and career goals. These may be in any format but must fit within the dimensions of the portfolio. Audio and/or video recordings may be included In the portfolio.		
Delivery: Thoughts and statements are well organized and clearly stated. Professional grammar is used in presentation. Professional Dress.		
Demonstrates self - confidence, poise and good voice projection		
Demonstrates the ability to effectively answer questions.		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

EARLY CHILDCARE DISPLAY OF THEME DEVELOPMENT

COMPETITION READINESS

AREAS OF FOCUS

- Team Event
- Focus is to demonstrate the ability to use knowledge and skills related to Early Childhood Education including appropriate curriculum and effective instructional strategies for young learners
- Select a specific age category
- Include a learning prop
- Project must be related to theme. This year's theme is www.azed.gov/career-technical-education/fea (go to Competition Guidelines)
- Participant must include a lesson plan, activity form and learning prop
- Describe the activity and educational decision making process
- Objectives for lesson plan may be related to science, mathematics, language and literacy development and physical development, health and/or nutrition
- Oral presentation of ten (10) minutes

PREPARATION TIPS

Students should:

- Base project on theme. This year's theme is www.azed.gov/career-technical-education/fea (go to Competition Guidelines)
- Research the theme topic for this year's competition for early childhood
- Gather materials for prop
- Decide what age level you would be teaching this lesson
- Use the scoring rubric to prepare for the presentation
- Submit four (4) copies of the lesson plan and activity form

Research: The following are research resources that may be helpful concerning your topic:

- Books about theme (children's books and research books)
- Blueprints
- Early Childhood resource books
- Internet resources

Lesson:

- Create lesson plan related to theme
- Create activity using the activity form to describe the learning prop and its use in the lesson
- Create prop related to theme and objectives in lesson

EARLY CHILDCARE DISPLAY OF THEME DEVELOPMENT

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	No

Program Standards: 1.0, 2.0, 3.0, 4.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0

STATE COMPETITION – TEAM EVENT

PURPOSE

To develop skills in planning developmentally appropriate teaching concepts; demonstrate abilities to select appropriate activities for young children; work creatively in planning around a theme and develop the ability to work as a team.

ELIGIBILITY

- The Early Childhood Preschool project must be developed and implemented throughout the current school year
- The Early Childhood Preschool project activities and supporting materials must be planned, conducted and prepared by the participating team only
- A team is made up of no more than three (3) team members who have participated in the creation and implementation of this thematic display
- Participant will choose a category of two-three (2-3) years old, four-five (4-5) years old or kindergarteners
- This year's theme is www.azed.gov/career-technical-education/fea (go to **Competition Guidelines**)

PROCEDURES

Send the completed Arizona Early Childhood Display of Theme Development Entry Form to:

Gerry Corcoran
Arizona Department of Education
FEA State Director
1535 W. Jefferson St. Bin # 42
Phoenix, AZ 85007

- Submit Official FEA Competition Entry Form – **Due: LAST FRIDAY IN JANUARY**
- Submit the completed **Learning Packet A** which includes one (1) typed copy of a daily schedule and one (1) typed copy of the Lesson Plan Template – **Due: LAST FRIDAY IN JANUARY**
- Submit **Learning Packet B** on the day of the event which includes an itemized list of resources and costs of items used in creating a quality learning environment and a list of Key Vocabulary that will be used to support the theme
- Spectators will not be allowed to observe any portion of this event

THE TOP THREE (3) ENTRIES WILL RECEIVE AWARDS AT THE FEA STATE CONFERENCE

RECOMMENDED TIMELINE FOR COMPETITION PREPARATION:

	HIGH SCHOOL ADVISOR	HIGH SCHOOL STUDENT
SEPTEMBER	<ul style="list-style-type: none"> • Introduce competition • Review Packet A & discuss scoring rubric • Review Assessment to determine eligibility • Design activities and lessons to teach students about the quality environmental elements of an ECE classroom • Contact ADE/ECE with questions if needed for clarification 	<ul style="list-style-type: none"> • Become familiar with competition requirements including Packet A and the scoring rubric • Schedule preparations as noted below
OCTOBER	<ul style="list-style-type: none"> • Design activities and lessons to support student understanding of comprehensive lesson planning • Provide support for students' research efforts for developmentally appropriate materials and activities • Design lessons so students understand the importance of creating a balanced class schedule that supports child development and learning 	<ul style="list-style-type: none"> • Research appropriate activities and materials for theme (Remember to keep track of resources and costs for Packet B) • Analyze various class schedules for a 3½ hour class • Create an age appropriate daily schedule using pictures & words that supports child development and learning (refer to Scoring Rubric)
NOVEMBER	<ul style="list-style-type: none"> • Design activities and lessons to support students' understanding of comprehensive lesson planning 	<ul style="list-style-type: none"> • Complete Lesson Plan Template • Have others comment on your work and provide feedback
DECEMBER	<ul style="list-style-type: none"> • Assist students in finding ways for implementing changes to a classroom environment based according to their Lesson Plan Template 	<ul style="list-style-type: none"> • Finalize Packet A • Prepare for implementation of environmental changes based on your lesson plan template next month • Schedule day, time and location
JANUARY	<ul style="list-style-type: none"> • Assure students submit Official Entry and Packet to ADE by deadline • Provide feedback to students on environmental changes • Help connect the intentionality of planning with the students development and learning 	<ul style="list-style-type: none"> • Submit Official FEA Conference Competition Entry Form and Learning Packet A by January 25, 2013 • Implement plan with children; take photos and gather student samples to use in display
FEBRUARY	<ul style="list-style-type: none"> • Review scoring rubric with student • Support students in creating their presentation, materials and displays 	<ul style="list-style-type: none"> • Prepare and finalize display • Prepare Packet B • Practice oral presentation using Guidelines • Refer to Scoring Rubric and make any needed adjustments
MARCH	<ul style="list-style-type: none"> • Assure students have gathered all necessary materials 	<ul style="list-style-type: none"> • Bring Packet B to competition • Ensure you have all necessary display items & materials to present at FEA Conference

GUIDELINES

- The display will illustrate a quality early childhood environment that uses intentional materials to support theme development and conceptual knowledge of young learners
- Learning Packet A requires the intentional completion of the Lesson Plan Template for half day preschool program based upon the selected yearly theme AND the creation of a daily schedule for a 3½ hour program
- This year's theme is www.azed.gov/career-technical-education/fea (go to **Competition Guidelines**)
Please note there is NO FORM for the daily schedule
- All samples of student art, material for activities, children's books, bulletin boards and other props used in the plan should be set up for display during the assigned set up time. No additional materials are to be carried into the display area for the presentation. *Worksheets are an unacceptable strategy for young children*
- Only designated participants may set up the display. Advisors are not allowed in the area during the set up time
- Material costs for the display *shall not exceed \$25.00*. Items that are not consumable and are already used in the childcare program do not have to be included in the cost list. Only items that are consumable or purchased specifically for the display must be recorded
- Items in the display should predominately be student made rather than commercially produced. Exceptions are flannel boards and storybooks or other appropriate materials to support theme development
- A six (6) foot table will be provided for the display. Wall space will not be available. Items may hang over the edge of the table
- Competitors will have up to ten (10) minutes to present an oral presentation to the judges

PRESENTATION GUIDELINES

The Oral Presentation about the intentional creation of the environment to support the theme development may be up to ten (10) minutes in length. It should include the following elements:

- An Introduction: student introductions, description of the Learning Plan Template
- Links to Learning – explanation about how:
 - The student intentionally planned the environment which supports the development and learning of the young children
 - Objectives and standards that will be taught
 - Key vocabulary
 - How it can be applied in learning centers
- Implementation: description of the environmental changes that were carried out, student reactions, explanation of the display board and student made materials

Following the presentation, judges will ask questions

Please note in preparing for the presentation, students should have an understanding of the learning centers in a classroom, what is meant by intentional teaching and intentional planning, how to use key vocabulary and how it supports a young child's conceptual knowledge, understand how the environment is used as a teaching tool for young children.

CHECKLIST OF ITEMS TO SUBMIT BY DEADLINE OF LAST FRIDAY IN JANUARY:

- ☐ Official Competition Entry Forms
- ☐ Learning Packet A
 - One (1) typed copy of the daily schedule (3 ½ hours)
 - One (1) typed copy of the completed lesson plan appropriate for specified age group (form attached)

CHECKLIST OF ITEMS TO BRING ON THE DAY OF THE COMPETITION:

- ☐ Learning Packet B
 - One (1) typed copy of the list of itemized resources and cost list of items used for the event
- ☐ Display, items and materials to set up display
 - Including typed Key Vocabulary page
 - A classroom sized copy of a class schedule with pictures and words to reflect a balance of teacher and child directed activities

PROGRAM STANDARDS

STANDARD	1.0	Analyze the continuum of physical and sensory development of young children
	1.8	Explain the general progression of physical and sensory development in preschoolers (3 years to 5 years)
	1.9	Design activities that promote the physical and sensory development in preschoolers (3 years to 5 years)
	1.10	Select equipment that promotes the physical and sensory development of preschoolers (3 years to 5 years)
	1.11	Explain the general progression of physical and sensory development in school-age children (5 years to 8 years)
	1.12	Design activities that promote the physical and sensory development in school-age children (5 years to 8 years)
	1.13	Select equipment that promotes the physical and sensory development of school-age children (5 years to 8 years)
STANDARD	2.0	Support the continuum of social and emotional development in young children
	2.4	Describe social and emotional development in preschoolers (3 years to 5 years)
	2.5	Describe social and emotional development in school-age children (5 years to 8 years)
STANDARD	3.0	Analyze the continuum of cognitive development in young children
	3.3	Examine cognitive development in preschoolers (3 years to 5 years)
	3.4	Examine cognitive development in school-age children (5 years to 8 years)
	3.5	Demonstrate knowledge of brain research and its application as it relates to child development from birth to eight (8) years
STANDARD	4.0	Analyze the Continuum of Language and Literacy Development of Young Children

STANDARD	5.0	Practice safe workplace procedures in an early childhood environment
	5.1	Explain the responsibilities of professionals to implement and maintain a safe early childhood work environment
	5.2	Identify and wear appropriate clothing and shoes to ensure personal safety
	5.3	Explain the importance of compliance with the Arizona Department of Health Services Child Care Licensing Regulations and the OSHA (Occupational Safety and Health Administration) standards
	5.4	Demonstrate proper storage of equipment, medication, supplies and hazardous materials
	5.5	Implement a plan for emergency procedures
	5.6	Demonstrate basic First Aid and CPR techniques
	5.10	Explain safe maintenance of toys, equipment and materials
STANDARD	7.0	Establish and maintain an environment to promote learning and discovery
	7.1	Arrange the physical environment to facilitate planned and spontaneous activities both indoors and outdoors for children (birth to 8 years)
	7.2	Design a balanced daily schedule that meets the developmental needs of children, allows for teacher directed and child-directed activities and limits transitions
	7.5	Design developmentally appropriate learning centers for preschoolers (3 years to 5 years) that include both indoor and outdoor environments
	7.6	Design developmentally appropriate learning centers for school-age children (5 years to 8 years) that include both indoor and outdoor environments
	7.7	Utilize developmentally appropriate materials and tools to support learning
	7.8	Evaluate appropriate use of technology and media resources to support learning
STANDARD	8.0	Promote opportunities to stimulate creativity in young children
	8.1	Plan developmentally appropriate activities for visual art
	8.2	Conduct creative movement and dramatic play using music, rhythm, sound, language, space and materials to promote creative expression
	8.3	Evaluate creative expression
	8.4	Differentiate between process art and product art
STANDARD	9.0	Provide opportunities for the development of a positive sense of self and independence in young children
	9.1	Demonstrate respect for culture, language and identity to establish a caring community of learners
	9.2	Encourage children to identify, manage and express their emotions in an appropriate manner
	9.3	Design the classroom environment to promote pride and independence in young children
	9.4	Recognize developmentally appropriate practices that promote self-regulation
	9.5	Provide opportunities for children to demonstrate care of self, others and the natural environment

STANDARD	10.0	Provide guidance to promote pro-social behavior in young children
	10.1	Encourage cooperation in play and learning activities that respects the rights and property of self and others
	10.2	Demonstrate problem-solving and conflict resolution skills with children
	10.3	Explain how transitions may affect a child's behavior
	10.4	Develop transition techniques to maximize learning
	10.5	Explain how changes in family issues may be reflected in a child's behavior
	10.6	Practice positive guidance techniques
STANDARD	12.0	Demonstrate effective classroom management practices
	12.1	Practice problem-solving processes for an early childhood environment
	12.2	Implement standards of practice for assisting children with routine and transition activities
	12.3	Demonstrate the ability to conduct learning activities in small and whole group settings
	12.4	Plan developmentally appropriate activities for children (birth to 8 years) for Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts
	12.5	Conduct developmentally appropriate activities for children (birth to 8 years) for Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts
	12.6	Evaluate developmentally appropriate activities for children (birth to 8 years) from Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts
	12.7	Recognize the need to adapt instructional strategies to meet individual and group needs
	12.8	Record behavior and development using anecdotal notes
	12.9	Scaffold a play sequence
STANDARD	13.0	Demonstrate professionalism in the field of early childhood education
	13.1	Demonstrate aptitude for working with children
	13.2	Demonstrate positive interpersonal behaviors with children, families, colleagues and supervisors
	13.3	Participate in a variety of work-based experiences, paid or unpaid
	13.4	Examine child development theories and their implications for early childhood education practices
	13.5	Identify effective instructional strategies to meet educational needs of children birth to eight (8) years
	13.6	Engage in self-reflective teaching practices

LESSON PLAN TEMPLATE

Names: _____

School: _____

Grade Level: _____ Theme: _____

OBJECTIVES:

STATE STANDARDS:

Environmental Plan: Materials/activities you will add to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme and/or project.

Language/Literacy	Science/Math	Manipulatives	Music/Movement
Dramatic Play	Computer / Technology	Outdoor Environment	Sand/Water
Blocks	Art	Special Needs Adaptations	ELL Adaptations

EARLY CHILDCARE DISPLAY OF THEME DEVELOPMENT

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
DAILY SCHEDULE TIME MANAGEMENT	
Daily schedule is balanced between child centered and teacher directed activities; includes outside learning time, meal time, free choice and whole group time	
Schedule displayed is child friendly in words and pictures. Schedule is large enough to be used as a learning tool in a classroom	
LESSON PLAN CHOICE OF ACTIVITIES AND MATERIALS	
Theme is fully developed and evidenced in the lesson plan. Objectives meet developmental needs of preschoolers	
Lesson plan link to Arizona Early Learning Standards is clear. Activities and materials are stimulating, challenging & peak student interest	
LESSON PLAN ORGANIZATION	
Vocabulary development is evident and explained	
Explanation of Essential information, goals and objectives is clear	
Key vocabulary chosen supports a child's conceptual knowledge	
Activities and materials support development and learning. Material cost did not exceed \$25	
Activities and materials encourage curiosity, thinking, mathematics, language and vocabulary	
Lesson plan template illustrates that all learning centers are intentionally planned	
Reflection and dialogue leads to plan for improvement	
PRESENTATION OF PACKET AND DISPLAY	
Learning packet A was comprehensive and included lesson plan, daily schedule and activity plan	
Display was organized and well planned	
Learning packet B was comprehensive and included list of resources & itemized costs and Key Vocabulary was prepared and shared with judges. Learning packet B was comprehensive and included list of resources & itemized costs	
Samples of student work samples, props and activities are adequate and enhance student learning and understanding	
PROFESSIONAL APPEARANCE	
Presenters were well prepared & confident. Dressed professionally. All team members participated in presentation	
Excellent posture, grammar & eye contact	
PRESENTATION TIME MANAGEMENT	
Presentation was within time limit. Presenters provided clarifying information to judges	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

EARLY CHILDHOOD TEACHING: INSTRUCTIONAL SUPPORT

COMPETITION READINESS

AREAS OF FOCUS

- Individual event
- Focus is to develop instructional support skills for early childhood education by creating a successful, age-appropriate graphing activity
- Choose one (1) age group to base your lesson/activity on: four-five (4-5) years old preschool, kindergarten, 1st, 2nd or 3rd grade
- You will create a graphing activity for your age group, videotape yourself giving the activity, write a reflective self-analysis and prepare an oral presentation and display
- This competition includes two (2) parts: items to pre-submit and items to bring on competition day:
 1. Items to submit by deadline: Official Competition Entry Form and Learning Packet A. Learning Packet A includes: one (1) typed copy of your graphing activity plan *AND* electronic submission of student conducting activity on either DVD or flash drive (more details below)
 2. Items to bring on competition day: Learning Packet B, visual display and any materials needed to set-up/aid display. Learning Packet B includes: four (4) typed copies of self-analysis narrative *AND* four (4) typed copies of itemized list of resources and cost list for items used in lesson/activity (more details below)
- Video submission in Learning Packet A must be compatible with QuickTime or Windows Media
- Self-analysis narrative should mention what your teaching environment was like, what materials you used, how your lesson went (what went well, where can you improve, were students involved) and what you learned from this experience
- Total cost of items used cannot exceed \$25. This does not include resources and materials that would normally be found in an early childhood education class
- Use proper grammar, punctuation and spelling throughout written forms & display
- Incorporate professional presentation skills

PREPARATION TIPS

- Start working/brainstorming this project at the beginning of the year (reference the Recommended Timeline given in competition guidelines)
- Group learning activity should be planned for an appropriate amount of time for your chosen age group (preschool: 10-15 minutes; kindergarten: 15-20 minutes; grades 1-3: 20 minutes)
- Be sure to include four (4) copies of typed documents for each judge on day of competition
- Samples of graphing activity should be presented on the day of the competition; worksheets are NOT an acceptable activity for young children
- Your oral presentation must be no longer than fifteen (15) minutes; therefore, practice beforehand to ensure you are within the time constraints
- Oral presentation should include: student intro, explanation of graphing activity, standards & objectives and self-analysis or events
- You will be expected to answer interview questions from the judges after presenting. Be prepared with detailed responses for possible questions
- Focus on details to make your presentation and display unique; include pictures, samples from lesson and student-made work
- Practice your presentation prior to competition day to improve eye contact, body language, tone of voice and professionalism

RESEARCH

The following are research resources that may be helpful concerning your topic:

- National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org/>
- PBS teacher activities: <http://www.pbs.org/teachers/>

Early Childhood Teaching: Instructional Support

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	No

State Competition – Individual Event

PURPOSE

To develop skills in providing instructional support by effectively implementing a graphing activity to support young learners and their thinking process. This will also require the utilization of reflection to improve teaching. Participant should use teaching strategies that place an emphasis on extending language, use of open ended questioning and feedback loops. The set of activities required in this competition will support the student in developing their teaching skills.

ELIGIBILITY

- The Early Childhood project activities and supporting materials must be planned, conducted and prepared by the participant only
- Participant will choose a category of four-five (4-5) year old preschool children, kindergarten, grades 1, 2 or 3

PROCEDURES

Send the completed Arizona Early Childhood Teaching: Instructional Support Entry Form to:

Gerry Corcoran
Arizona Department of Education
FEA State Director
1535 W. Jefferson St. Bin # 42
Phoenix, AZ 85007

- Submit Official FEA Competition Entry Form. **DUE: LAST FRIDAY IN JANUARY**
- Submit the completed **Learning Packet A** which includes: an activity plan for the graphing activity and an electronic submission of student conducting the graphing activity on a flash drive or DVD. **Due: LAST FRIDAY IN JANUARY**
- Video submission must be compatible with QuickTime or Windows Media. All submissions must be in the form of a flash drive or DVD. These will be returned on the day of competition
- **Learning Packet B**, submitted on the day of the event includes: four (4) copies each of:
 - Self-analysis narrative (included in this packet)
 - An itemized list of resources and costs of items used for the graphing activity
- Students will present a general overview of the teaching techniques utilized when they implemented their graphing activity as well as their self-analysis
- Spectators will not be allowed to observe any portion of this event

THE TOP THREE (3) ENTRIES WILL RECEIVE AWARDS AT THE FEA STATE CONFERENCE

RECOMMENDED TIMELINE FOR COMPETITION PREPARATION

	HIGH SCHOOL TEACHER	HIGH SCHOOL STUDENT
SEPTEMBER	<ul style="list-style-type: none"> Introduce students to the competition and scoring rubric Review the ECE assessment tool and identify students who may be targeted for this competition Begin teaching about the foundational elements of a good lesson and help students understand the <i>Activity Plan Template for Graphing</i> 	<ul style="list-style-type: none"> Do the ECE Assessment to determine eligibility for this competition Choose a grade level Ask your teacher to explain any components of the competition that are confusing or elements that you don't understand
OCTOBER	<ul style="list-style-type: none"> Plan classroom activities that support the learning of graphing with links to math and science Teach about questioning techniques and how to elicit student responses 	<ul style="list-style-type: none"> Research an activity and begin practicing having yourself videotaped Complete the lesson plan for the graphing activity Practice conducting graphing activities with young children
NOVEMBER	<ul style="list-style-type: none"> Begin teaching your high school students about self-reflection and how this tool is used to improve instruction Work with students to finalize their plan ensuring all elements are covered 	<ul style="list-style-type: none"> Finalize the graphing plan, make sure to plan for a list of questions and key vocabulary Finalize the materials Organize someone to videotape Remind the person videotaping that they are videotaping you and not the children ☺
DECEMBER	<ul style="list-style-type: none"> Assist students in peer videotaping and organizing their lessons 	<ul style="list-style-type: none"> Implement your plan and videotape yourself conducting the graphing activity
JANUARY	<ul style="list-style-type: none"> Work with students to ensure they completed the entry form and submitted Learning Packet A by LAST FRIDAY IN JANUARY 	<ul style="list-style-type: none"> Watch your video and write your self-reflection narrative Submit video to ADE Due LAST FRIDAY IN JANUARY
FEBRUARY	<ul style="list-style-type: none"> Support students in organizing their presentations 	<ul style="list-style-type: none"> Organize your materials for the competition. Be sure to include your graph. Prepare your presentation, practice the presentation and finalize your self-reflection
MARCH		<ul style="list-style-type: none"> Present at FEA Conference

GUIDELINES

- An activity plan should outline the whole group learning activity for an amount of time appropriate for the age and grade level of the students. Preschool: 10-15 minutes; Kindergarten: 15-20 minutes; grades 1-3: 20 minutes
- All samples of classroom graphs or student graphing materials should be presented on the day of the event. A presentation board and pictures of activity may also be used on the day of the event. Only materials for the presentation are to be carried into the display area
- Please note worksheets are an unacceptable strategy for young children
- Only designated participants may set up the display
- Material costs for the display shall not exceed \$25.00. Items that are not consumable and are already used in an early childhood classroom do not have to be included in the cost list. Only items that are consumable or purchased specifically for the display must be recorded
- Items in the display should be student made rather than commercially produced
- A six (6) foot table will be provided for the display. Wall space will not be available. Items may hang over the edge of the table
- Competitors will have up to fifteen (15) minutes to present an oral presentation to the judges

PRESENTATION GUIDELINES

- The fifteen (15) minute Oral Presentation to the judges must include: student introductions, an explanation of the graphing activity conducted, standards and learning objectives of the activity and self-analysis of events while student is implementing the graphing activity. Finally students must be prepared to answer questions from the judges
- **Graphing Activity Presentation:** Present display with organization; focus on content, accuracy of information, age-level appropriateness, sequence of events/activities, pace and transition
- **Wrap Up:** Reinforce lesson objective with appropriate summary/voice: Speak clearly with appropriate pitch, volume and tempo
- **Body Language:** Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of supplies and materials
- **Grammar & Pronunciation:** Use proper grammar and pronunciation
- **Responses to Judges' Questions:** Provide clear and concise answers to judges' questions regarding Learning Packets, display and rationale of choices. Questions are asked after the presentation
- Use the Scoring Rubric to prepare for event

PROGRAM STANDARDS

STANDARD	1.0	Analyze the continuum of physical and sensory development of young children
	1.8	Explain the general progression of physical and sensory development in preschoolers (3 years to 5 years)
	1.9	Design activities that promote the physical and sensory development in preschoolers (3 years to 5 years)
	1.10	Select equipment that promotes the physical and sensory development of preschoolers (3 years to 5 years)
	1.11	Explain the general progression of physical and sensory development in school-age children (5 years to 8 years)

	1.12	Design activities that promote the physical and sensory development in school-age children (5 years to 8 years)
	1.13	Select equipment that promotes the physical and sensory development of school-age children (5 years to 8 years)
STANDARD	2.0	Support the continuum of social and emotional development in young children
	2.4	Describe social and emotional development in preschoolers (3 years to 5 years)
	2.5	Describe social and emotional development in school-age children (5 years to 8 years)
STANDARD	3.0	Analyze the continuum of cognitive development in young children
	3.3	Examine cognitive development in preschoolers (3 years to 5 years)
	3.4	Examine cognitive development in school-age children (5 years to 8 years)
	3.5	Demonstrate knowledge of brain research and its application as it relates to child development from birth to eight (8) years
STANDARD	5.0	Practice safe workplace procedures in an early childhood environment
	5.1	Explain the responsibilities of professionals to implement and maintain a safe early childhood work environment
	5.2	Identify and wear appropriate clothing and shoes to ensure personal safety
	5.10	Explain safe maintenance of toys, equipment, and materials
STANDARD	7.0	Establish and maintain an environment to promote learning and discovery
	7.1	Arrange the physical environment to facilitate planned and spontaneous activities both indoors and outdoors for children (birth to 8 years)
	7.2	Design a balanced daily schedule that meets the developmental needs of children, allows for teacher directed and child-directed activities, and limits transitions
	7.5	Design developmentally appropriate learning centers for preschoolers (3 years to 5 years) that include both indoor and outdoor environments
	7.6	Design developmentally appropriate learning centers for school-age children (5 years to 8 years) that include both indoor and outdoor environments
	7.7	Utilize developmentally appropriate materials and tools to support learning
	7.8	Evaluate appropriate use of technology and media resources to support learning
STANDARD	8.0	Promote opportunities to stimulate creativity in young children
	8.1	Plan developmentally appropriate activities for visual art
	8.2	Conduct creative movement and dramatic play using, music, rhythm, sound, language, space, and materials to promote creative expression
	8.3	Evaluate creative expression
	8.4	Differentiate between process art and product art

STANDARD	9.0	Provide opportunities for the development of a positive sense of self and independence in young children
	9.1	Demonstrate respect for culture, language, and identity to establish a caring community of learners
	9.2	Encourage children to identify, manage, and express their emotions in an appropriate manner
	9.3	Design the classroom environment to promote pride and independence in young children
	9.4	Recognize developmentally appropriate practices that promote self-regulation
	9.5	Provide opportunities for children to demonstrate care of self, others, and the natural environment
STANDARD	10.0	Provide guidance to promote pro-social behavior in young children
	10.1	Encourage cooperation in play and learning activities that respects the rights and property of self and others
	10.2	Demonstrate problem-solving and conflict resolution skills with children
	10.3	Explain how transitions may affect a child's behavior
	10.4	Develop transition techniques to maximize learning
	10.5	Explain how changes in family issues may be reflected in a child's behavior
STANDARD	10.6	Practice positive guidance techniques
	12.0	Demonstrate effective classroom management practices
	12.1	Practice problem-solving processes for an early childhood environment
	12.2	Implement standards of practice for assisting children with routine and transition activities
	12.3	Demonstrate the ability to conduct learning activities in small and whole group settings
	12.8	Record behavior and development using anecdotal notes
STANDARD	12.9	Scaffold a play sequence
	13.0	Demonstrate professionalism in the field of early childhood education
	13.1	Demonstrate aptitude for working with children
	13.2	Demonstrate positive interpersonal behaviors with children, families, colleagues, and supervisors
	13.3	Participate in a variety of work-based experiences, paid or unpaid
	13.4	Examine child development theories and their implications for early childhood education practices
	13.5	Identify effective instructional strategies to meet educational needs of children birth to eight (8) years
	13.6	Engage in self-reflective teaching practices
	13.9	Identify characteristics of children with exceptionalities
	13.10	Identify reasons for observing young children
	13.11	Analyze characteristics of quality anecdotal notes

CHECKLIST OF ITEMS TO SUBMIT BY DEADLINE OF LAST FRIDAY IN JANUARY

- ☐ Official Competition Entry Forms
- ☐ Learning Packet A
 - One (1) typed copy of an activity plan for a graphing activity
 - One (1) electronic submission of student conducting the graphing activity either on DVD or flash drive

CHECKLIST OF ITEMS TO BRING ON THE DAY OF THE COMPETITION

- ☐ Learning Packet B
 - Four (4) typed copies of the itemized list of resources and cost list of items used for the event
 - Four (4) typed copy of self-analysis narrative
- ☐ Display, items and materials to set up display

ACTIVITY PLAN TEMPLATE FOR GRAPHING ACTIVITY

Name: _____

School: _____

Grade Level: _____

Teaching Responsibilities and Interactions: This must be completed and submitted as part of Packet A. This form is meant to help you in preparing for the graphing activity that you will be researching, planning and conducting with a group of young children. Please note the recommended times for each grade level as noted in the guidelines.

Objective of whole group instruction:

What standards are being addressed through this activity?

How do graphing activities support the evolution of child's thinking?

ESSENTIAL INFORMATION

Vocabulary/What I will do?

Numeracy Skills/What I will do?

How will you introduce the graphing activity?

How will you connect the graphing activity to prior learning and current expectations?

How will students participate in the activity and ensure high levels of engagement?

ELICITING RESPONSES

What language strategies will you use during the graphing activity?

How will you encourage conversation between children and adults?

CHECKING FOR UNDERSTANDING

How will the students demonstrate skill/competence/conceptual knowledge?

How will you assess a student's progress or how will you know the student met the objectives?

CLOSURE

How will you review and clarifying the key points?

What is your summary activity?

What students will need follow up support in meeting this goal? How did you know?

TO DO LIST

What materials do you need to gather?

What resources do you need to locate?

What do you need to prepare in advance?

Self-Reflection for Graphing Activity

This narrative is submitted on the day of the event as part of Learning Packet B. These questions are a guide to help you analyze your teaching and instruction. Your narrative should be a reflective and honest analysis of your work. Your narrative should be no less than one (1) page, double-spaced and typed. It should be no more than two (2) typewritten pages. Remember, the focus of this narrative is not on the young students but rather your behavior and your ability to present information to children in an appropriate way.

ENVIRONMENT/MATERIALS

- Did you connect the graph to the child's learning?
- What held children's interests and engaged them; what didn't?
- Did you have enough materials of interest throughout the classroom to support your learning objective once the activity was over?

LESSON

- How well did your plan work?
- How did you maintain children's interest? / How were the children involved in the activity?
- What will you do the same if you repeat this?
- What will you do differently the next time?
- What surprised you about implementing this activity?

FOLLOW UP

- What did you learn about the children's development by implementing this activity?
- What did you learn about your own teaching from this activity?
- What messages did you send to the children through your modeling and behavior?

EARLY CHILDHOOD TEACHING: INSTRUCTIONAL SUPPORT

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
ACTIVITY PLAN ORGANIZATION	
Vocabulary development is evident and explained	
Explanation of essential information, goals and objectives is clear, Plan for practice of skills and knowledge clearly meets goals and objectives	
Clear explanation of modeling to be used for support of the goal and objective and likely to result in learning	
Assessment is planned and will most likely result in improved teachers knowledge of student understanding	
Plan for family engagement clearly links to goals, objectives or standards	
Reflection and dialogue leads to plan for improvement	
VIDEO SUBMISSION OF GRAPHING ACTIVITY	
Vocabulary development is evident and explained	
Explanation of essential information, goals and objectives is clear to students	
Students are engaged in the graphing activity; Modeling to be used for support of the goal and objective and likely to result in learning	
Checking for understanding is planned and evidenced in the video	
PRESENTATION OF PACKET AND DISPLAY	
Learning packet A was comprehensive and included a complete activity plan for graphing and video submission	
Display was organized and well planned and included the graph created by the students; Items in display were student made	
Learning packet B was complete and included list of Resources & Itemized Costs and the Self-Reflection Narrative	
Students were able to appropriately and thoughtfully answer questions posed by the judges; Presenters provided clarifying information to judges	
PROFESSIONAL APPEARANCE	
Presenters were well prepared & confident; Excellent posture, grammar & eye contact	
Dressed professionally	
PRESENTATION TIME MANAGEMENT	
Presentation was within time limit	
Material cost did not exceed \$25	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

EARLY CHILDHOOD TEACHING: LANGUAGE & LITERACY

COMPETITION READINESS

AREAS OF FOCUS

- Individual event - no more than three (3) members
- Focus is to develop skills in planning developmentally appropriate teaching concepts; demonstrate abilities to select appropriate activities for young children; work creatively in planning around a theme and develop the ability to work as a team
- Project must be completed during the current school year
- Project must be based on theme
- Select specific age category
- Includes a display
- Adhere to display measurements. A six (6) foot table will be provided. There will be no wall space
- Material cost may not exceed \$25.00
- Two (2) learning packets must be submitted
 - Learning Packet A includes: four (4) copies of lesson plan, activity plan and daily schedule
 - Learning Packet B includes: four (4) typed copies of the list of resources and four (4) typed copies of the itemized cost list of items used for the event
- Only team members can set up the display
- Items in display should be student made. Exceptions include flannel board and storybooks

PREPARATION TIPS

Students should:

- Base project on theme: www.azed.gov/career-technical-education/fea (go to **Competition Guidelines**)
- Research the theme topic for this year's competition for early childhood
- Document activities through pictures for display
- Decide what age level you would be teaching this lesson
- Use the scoring rubric to prepare for the presentation
- Submit Learning Packet A and Learning Packet B at correct times with correct number of copies

RESEARCH

The following are research resources that may be helpful concerning your topic:

- Books about theme (children's books and research books)
- Early Childhood resource books
- Internet resources

LESSON

- Create lesson plan related to theme using the attached lesson plan
- Create activity using the activity form
- Create display from pictures and props from project used in a preschool classroom during the current year

EARLY CHILDHOOD TEACHING: LANGUAGE & LITERACY

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	No

State Competition – Individual Event

PURPOSE

To demonstrate knowledge and skills related to Language and Literacy Development within Early Childhood Education. Participants are expected to plan and orally present their lesson plan, book of choice and learning prop and the instructional strategies utilized before, during and after reading the book with children. The set of activities required in this competition will support the student in developing their educational decision making skills.

ELIGIBILITY

- The Early Childhood project activities and supporting materials must be planned, conducted and prepared by the participant only
- Participant will choose a category of two-three (2-3) years old, four-five (4-5) years old or kindergarten
- Participant will complete a literary lesson plan related to this year's theme: www.azed.gov/career-technical-education/fea (go to Competition Guidelines)

PROCEDURES

Send the completed Arizona Early Childhood Teaching: Language and Literacy Entry Form to:

Gerry Corcoran
Arizona Department of Education
FEA State Director
1535 W. Jefferson St. Bin # 42
Phoenix, AZ 85007

CHECKLIST OF ITEMS TO SUBMIT BY DEADLINE OF LAST FRIDAY IN JANUARY

- ☐ Official Competition Entry Forms
- ☐ Learning Packet A
 - Completed Lesson Plan and Literacy Activity Form (included in this packet)

CHECKLIST OF ITEMS TO BRING ON THE DAY OF THE COMPETITION

- ☐ Learning Packet B
 - Four (4) copies each of the itemized list of resources and cost list of items used for the event

THE TOP THREE (3) ENTRIES WILL RECEIVE AWARDS AT THE FEA STATE CONFERENCE

RECOMMENDED TIMELINE FOR COMPETITION PREPARATION

	HIGH SCHOOL ADVISOR	HIGH SCHOOL STUDENT
SEPTEMBER	<ul style="list-style-type: none"> • Introduce competition • Review included forms and discuss scoring rubric • Review the assessment to determine eligibility • Contact ADE/ECE with questions if needed for clarification • Develop activities to teach students about lesson planning and comprehensive components • Make sure students understand concrete vs. abstract learning and how learning props make learning concrete for young learners (link to DAP and brain development) 	<ul style="list-style-type: none"> • Complete the assessment for eligibility • Become familiar with competition requirements and scoring rubric. Schedule preparations as noted below
OCTOBER	<ul style="list-style-type: none"> • Develop activities and lesson to teach about literacy development • Introduce Dialogic Reading Techniques using the PEER/CROWD Sequence 	<ul style="list-style-type: none"> • Research appropriate activities and materials, including book choice, for theme • Review PEER/CROWD Sequence (in packet) to help prepare for completing literacy activity plan • Practice reading a book to a child using the Dialogic Reading Techniques
NOVEMBER	<ul style="list-style-type: none"> • Watch students reading to young children and offer feedback according to the Dialogic Reading Techniques 	<ul style="list-style-type: none"> • Complete Lesson Plan Template and Literacy Activity Plan
DECEMBER	<ul style="list-style-type: none"> • Support students in finding a small group of appropriately aged children for implementation next month • Review expectations of the competition with students 	<ul style="list-style-type: none"> • Finalize plans for reading to a group of children • Create a learning prop to help teach your objective and make the learning meaningful • Prepare for implementation with an appropriate age group of children next month; schedule day, time and location
JANUARY	<ul style="list-style-type: none"> • Provide support and feedback • Assure students submit Learning Packet A requirements to ADE 	<ul style="list-style-type: none"> • Implement Literacy Activity Plan with children • Submit Official FEA Conference Competition Entry Form and Learning Packet A by LAST FRIDAY OF JANUARY
FEBRUARY	<ul style="list-style-type: none"> • Provide opportunities for practicing their oral presentation and answering questions • Review the guidance and scoring rubrics with students 	<ul style="list-style-type: none"> • Practice oral presentation using Guidelines • Practice answering questions about your work • Refer to Scoring Rubric and make any needed adjustments
MARCH	<ul style="list-style-type: none"> • Assure student has gathered all materials for competition 	<ul style="list-style-type: none"> • Bring book and prop to present at FEA Conference

GUIDELINES

- This year's theme is found online under **COMPETITION GUIDELINES** at: www.azed.gov/career-technical-education/fea
- In this event, the student will be required to complete both a Lesson Plan Template and a Literacy Activity Form and create a learning prop to ensure that the objective is presented to the learner in concrete terms and is not abstract. There should be an educational link between the objective, literacy activity plan and learning prop
- The student should choose an objective that is related to the Early Learning Standards for age levels two-three (2-3) or four-five (4-5) and appropriate Arizona Academic Standards for kindergarten
- The Literacy Activity Plan should outline the whole group learning activity for an amount of time appropriate for the age and grade level of the students. Preschool 10-15 minutes; kindergarten 15-20 minutes
- The Lesson Plan Template should intentionally support the learning of young children through the use of an assigned theme. Appropriate materials and activities should support the development of conceptual knowledge
- It is expected that participants will have read the book to a group of young children and used the learning prop as part of that task
- On the day of the event the student should be prepared with a copy of the book from the planned activity form and the pre-made learning prop. Only materials for the presentation are to be carried into the display area
- Please note worksheets are an unacceptable strategy for young children
- Material costs for the display shall not exceed \$25.00. Items that are not consumable and are already used in an early childhood classroom do not have to be included in the cost list. Only items that are consumable or purchased specifically for the display must be recorded
- Items in the display should be student made rather than commercially produced
- Use the Scoring Rubric to prepare for event
- Spectators will not be allowed to observe any portion of this event

PRESENTATION GUIDELINES

The Oral presentation of the Literacy Activity Plan and learning prop may be up to ten (10) minutes in length. It should include the following elements:

- An Introduction: explaining the objectives of the lesson, their choice of book, explain your Dialogic Reading Technique
- Links to learning: Present the learning prop and book; explain how the learning prop helps with the learning for young children and how it links to the Lesson Plan Template
- Implementation: Explain the strategy used for reading of the book, what were the reactions of the children, what did you witness them learning through your activity

Following the presentation, judges will have five (5) minutes to interview the participant

- Please note in preparing for the presentation, students should understand what is meant by learning goals and/or objectives, what materials are appropriate in an early learning setting, rationale for using developmentally appropriate practices, have working knowledge of effective instructional strategies for young learners and be able to identify expected outcomes of their activity

PROGRAM STANDARDS

ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA

These technical knowledge and skill standards were validated by a skill standards validation committee on September 15, 2009 and used in the adaptation, adoption and development of test items for first time testing in spring 2010.

EARLY CHILDHOOD EDUCATION, 13.1210.0

STANDARD	1.0	Analyze the continuum of physical and sensory development of young children
	1.8	Explain the general progression of physical and sensory development in preschoolers (3 years to 5 years)
	1.9	Design activities that promote the physical and sensory development in preschoolers (3 years to 5 years)
	1.10	Select equipment that promotes the physical and sensory development of preschoolers (3 years to 5 years)
	1.11	Explain the general progression of physical and sensory development in school-age children (5 years to 8 years)
	1.12	Design activities that promote the physical and sensory development in school-age children (5 years to 8 years)
	1.13	Select equipment that promotes the physical and sensory development of school-age children (5 years to 8 years)
STANDARD	2.0	Support the continuum of social and emotional development in young children
	2.4	Describe social and emotional development in preschoolers (3 years to 5 years)
	2.5	Describe social and emotional development in school-age children (5 years to 8 years)
STANDARD	3.0	Analyze the continuum of cognitive development in young children
	3.3	Examine cognitive development in preschoolers (3 years to 5 years)
	3.4	Examine cognitive development in school-age children (5 years to 8 years)
	3.5	Demonstrate knowledge of brain research and its application as it relates to child development from birth to eight (8) years
STANDARD	4.0	Analyze the continuum of language and literacy development of young children
	4.1	Demonstrate knowledge of verbal and nonverbal communication development in children (birth to 8 years)
	4.2	Compare and contrast the developmental stages of the pre-reading and reading processes
	4.3	Identify the stages of writing development and how to support children (birth to 8 years) in moving through the continuum
	4.4	Demonstrate book handling skills in small group, whole group, and individually
	4.5	Integrate environmental print and visual representations as instructional tools to support language and literacy development across all subject areas
	4.6	Compare and contrast phonemic awareness and phonics

STANDARD	5.0	Practice safe workplace procedures in an early childhood environment
	5.1	Explain the responsibilities of professionals to implement and maintain a safe early childhood work environment
	5.2	Identify and wear appropriate clothing and shoes to ensure personal safety
STANDARD	7.0	Establish and maintain an environment to promote learning and discovery
	7.5	Design developmentally appropriate learning centers for preschoolers (3 years to 5 years) that include both indoor and outdoor environments
	7.6	Design developmentally appropriate learning centers for school-age children (5 years to 8 years) that include both indoor and outdoor environments
	7.7	Utilize developmentally appropriate materials and tools to support learning
	7.8	Evaluate appropriate use of technology and media resources to support learning
STANDARD	8.0	Promote opportunities to stimulate creativity in young children
	8.1	Plan developmentally appropriate activities for visual art
	8.2	Conduct creative movement and dramatic play using music, rhythm, sound, language, space and materials to promote creative expression
	8.3	Evaluate creative expression
	8.4	Differentiate between process art and product art
STANDARD	9.0	Provide opportunities for the development of a positive sense of self and independence in young children
	9.1	Demonstrate respect for culture, language and identity to establish a caring community of learners
	9.2	Encourage children to identify, manage and express their emotions in an appropriate manner
	9.3	Design the classroom environment to promote pride and independence in young children
	9.4	Recognize developmentally appropriate practices that promote self-regulation
	9.5	Provide opportunities for children to demonstrate care of self, others and the natural environment
STANDARD	10.0	Provide guidance to promote pro-social behavior in young children
	10.1	Encourage cooperation in play and learning activities that respects the rights and property of self and others
	10.2	Demonstrate problem-solving and conflict resolution skills with children
	10.3	Explain how transitions may affect a child's behavior
	10.4	Develop transition techniques to maximize learning
	10.5	Explain how changes in family issues may be reflected in a child's behavior
	10.6	Practice positive guidance techniques

STANDARD	12.0	Demonstrate effective classroom management practices
	12.1	Practice problem-solving processes for an early childhood environment
	12.2	Implement standards of practice for assisting children with routine and transition activities
	12.3	Demonstrate the ability to conduct learning activities in small and whole group settings
	12.4	Plan developmentally appropriate activities for children (birth to 8 years) for social and emotional development; language and literacy; mathematics; science; social studies; physical development, health, and safety; and fine arts
	12.5	Conduct developmentally appropriate activities for children (birth to 8 years) for social and emotional development; language and literacy; mathematics; science; social studies; physical development, health, and safety; and fine arts
	12.6	Evaluate developmentally appropriate activities for children (birth to 8 years) from social and emotional development; language and literacy; mathematics; science; social studies; physical development, health, and safety; and fine arts
	12.7	Recognize the need to adapt instructional strategies to meet individual and group needs
	12.8	Record behavior and development using anecdotal notes
	12.9	Scaffold a play sequence
STANDARD	13.0	Demonstrate professionalism in the field of early childhood education
	13.1	Demonstrate aptitude for working with children
	13.2	Demonstrate positive interpersonal behaviors with children, families, colleagues and supervisors
	13.3	Participate in a variety of work-based experiences, paid or unpaid
	13.4	Examine child development theories and their implications for early childhood education practices
	13.5	Identify effective instructional strategies to meet educational needs of children (birth to 8 years)
	13.6	Engage in self-reflective teaching practices
	13.9	Identify characteristics of children with exceptionalities
	13.10	Identify reasons for observing young children
	13.11	Analyze characteristics of quality anecdotal notes
	13.12	Conduct formal/informal research on relevant early childhood education topics

CHECKLIST OF ITEMS TO SUBMIT BY DEADLINE OF LAST FRIDAY IN JANUARY

- ☐ Official Competition Entry Forms
- ☐ Learning Packet A
 - One (1) typed copy of the completed lesson plan (form attached)
 - One (1) typed copy of the completed literacy activity plan (form attached)

CHECKLIST OF ITEMS TO BRING ON THE DAY OF THE COMPETITION

- ☐ Learning Packet B
 - Four (4) typed copies of the itemized list of resources and cost list of items used for the event
- ☐ Book used in the learning activity
- ☐ Learning Prop

DEFINITIONS

Learning Prop: A hands-on tool or visual reminder that makes an experience more enjoyable and meaningful for children

Objective: An outcome statement that specifies what children should know and be able to do

Modification: Content expectations are altered and the performance outcomes expected of student are changed

Accommodations: Services or supports to help children gain full access to content and instruction (students with disabilities are expected to learn everything their classmates are expected to learn)

Evaluate: To determine the significance, worth or condition by careful appraisal and study

Concrete: Characterized or belonging to immediate experience of actual things or events

Abstract: A concept that you cannot see or touch

LESSON PLAN TEMPLATE

Names: _____

School: _____

Grade Level: _____ Theme: _____

OBJECTIVES:

STATE STANDARDS:

Environmental Plan: Materials/activities you will add to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme and/or project.

Language/Literacy	Science/Math	Manipulatives	Music/Movement
Dramatic Play	Computer/Technology	Outdoor Environment	Sand/Water
Blocks	Art	Special Needs Adaptations	ELL Adaptations

LITERACY ACTIVITY FORM

Name: _____

School: _____

Age of Children (select one): ☐ 2-3 ☐ 4-5 ☐ K

Book Name: _____

Objectives: _____

How does your book address the learning goal or objective: (What knowledge or skills will this book help children know and be able to do?)

RATIONALE

Why is this knowledge or skill important for children to know and be able to do at this age?

SETTING

Briefly describe additional classroom materials needed in the learning centers to support the activity plan

PRE-ACTIVITY

What did you do to prepare for the book reading activity? (Pre-read the book, pull out concepts that are relevant to your objective, vocabulary words to define or explain, open-ended questions to ask during the reading)

ACTIVITY

Briefly describe how the reading activity will flow and the “shared” reading tools you will utilize. (See PEER / CROWD sequence included in packet)

POST ACTIVITY

What follow up will you do to reinforce the skills/ knowledge learned during the reading activity?

Describe your learning prop, how it relates to the chosen book and how it makes the learning concrete for your students?



ADAPTATIONS

How will you modify or adapt your plan to accommodate the differing needs of the students in your classroom? (if necessary)




EVALUATION

How will you evaluate the children's understanding of the goal or objective?

THE PEER SEQUENCE

STEP	HOW DO YOU DO IT?	HOW DOES IT HELP?
<p>P = Prompt the child</p> <p>Example: Point to picture and ask “What is this?” Child responds, “a cat.”</p> 	<p>Ask the child a question or invite the child to talk about something on the page</p> <p>You can prompt the child to name an object on the page or talk about something in the story</p>	<p>Focuses attention</p> <p>Engaging the child in the story helps the child understand the plot</p> <p>Builds vocabulary</p>
<p>E = Evaluate what the child says</p>	<p>Think about what the child says. Is the answer correct?</p> <p>What information can you add?</p>	
<p>E = Expand on what the child says</p> <p>Example: “Yes, it’s a big brown cat. Can you say that?”</p>	<p>Add a few words to the child’s response</p> <p>In some cases, gently provide the correct response</p>	<p>Encourages the child to say just a little more than he or she would naturally</p> <p>Builds vocabulary</p>
<p>R = Repeat</p> <p>Example: Child repeats, “a big brown cat.”</p> 	<p>Ask the child to repeat the expanded or correct response</p>	<p>Encourages the child to use language</p>

THE CROWD SEQUENCE

KIND OF PROMPT	HOW DO YOU DO IT?	HOW DOES IT HELP?
<p>C = Completion</p> <p>Example: Let's finish this page together</p> <p>Over in the meadow, in a hole in a tree, lived a mother bluebird and her little birdies</p> 	<p>Ask the child to complete a word or phrase</p> <p>Completion questions are often used in books that rhyme</p> <p>Ask the child to supply a repeated refrain such as, "Not by the hair of my chinny, chin, chin"</p>	<p>Encourages child to listen</p> <p>Encourages child to use language</p>
<p>R = Recall</p> <p>Example: What happens after the wolf climbs onto the third little pig's roof?</p>	<p>Ask the child details about what happens in the story</p> <p>Ask the child what the characters do</p>	<p>Builds a sense of story</p> <p>Helps children recall details</p> 
<p>O = Open-ended</p> <p>Example: Tell me what's going on in this picture</p>	<p>Ask the child to tell what is happening in the picture</p>	<p>Provides an opportunity for the child to use language</p>
<p>W = Wh-prompts</p> <p>Example: What's this called? What does the pig use it for?</p>	<p>Point to something in a picture and ask the child to name the object or action</p>	<p>Builds vocabulary</p> 
<p>D = Distancing</p> <p>Example: Have you ever made a cake? Who was it for? What did it look like?</p> 	<p>Ask questions that relate something in the story to the child's life</p>	<p>Helps the child make connections between books and life</p> <p>Provides an opportunity for the child to use language</p>

EARLY CHILDHOOD TEACHING: LANGUAGE & LITERACY

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
ACTIVITY PLAN ORGANIZATION	
Literacy Activity addresses both the objective and is developmentally appropriate for the age level	
Clear explanation of modeling to be used for support of the prop and objective and likely to result in learning	
Vocabulary development is evident and explained	
LEARNING PROP	
Learning prop provides a concrete learning experience and addresses the objective	
Presenter did give a clear explanation of the use of the prop as an effective instructional strategy	
LESSON PLAN CHOICE OF ACTIVITIES AND MATERIALS	
Theme is fully developed and evidenced in the lesson plan	
Objectives meet developmental needs of preschoolers	
Lesson plan link to Arizona Early Learning Standards is clear	
Activities and materials are stimulating, challenging & peak student interest	
ORAL PRESENTATION	
Presenter expresses the objectives, instructions and directions with clarity	
Activity is presented with organization including focus on content, accuracy of information and age level appropriateness, sequence of events, pace and transition	
Wrap up did reinforce activity plan objective with an appropriate summary	
Presenters were well prepared & confident; Excellent posture, grammar & eye contact	
PROFESSIONAL APPEARANCE	
Presenter spoke clearly with appropriate pitch, tempo and volume	
Excellent posture, body language, gestures, handling of props/materials and eye contact	
Excellent use of grammar and pronunciation	
Dressed Professionally	
PRESENTATION TIME MANAGEMENT	
Presenter provided clear and concise answers to the judges' questions regarding the activity plan and prop	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

EDUCATION OF THE FUTURE

COMPETITION READINESS

AREAS OF FOCUS

- Team event
- Focus is a school of the future
- Needs to be original work—can't be a version of something already created or in operation
- Select specific grade levels
- Content of presentation needs to be innovative
- Includes a display
- Adhere to display measurements
- Follow presentation formatting (double-spaced, 12 pt. font, etc.)
- Use correct grammar and punctuation
- Document your research
- Provide reasoning behind decisions made within core areas
- Specify facility size and structure
- Discuss the learning environment
- Incorporate how technology will be used with instruction
- Include partnerships with business
- Include staff development opportunities
- Include budget (includes transportation, teachers' salaries, administrative costs, maintenance, extracurricular activities, etc.)
- Incorporate professional presentation skills

PREPARATION TIPS

- Research extensively in order to support your decision-making process within all of the areas of your project (i.e. facility size and structure, curriculum, learning environments, use of technology in instruction, partnerships with business, staff development opportunities, school budget—transportation, teachers' salaries, administrative costs, maintenance, extra-curricular activities, etc.)
- Consider your content and the realistic implementation of this school of the future
- Consider how your team will use visual aids/media/technology as part of the presentation
- Practice and time your presentation with your team, seeking feedback from others in order to revise and improve your presentation prior to the competition

EDUCATION OF THE FUTURE PRESENTATION & DISPLAY COMPETITION

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	No

PURPOSE

The purpose of the Future of Education Presentation and Display competition is to research and develop an effective and creative school for the future. The competition will take a look at the needs of students and teachers of classrooms 5-10 years from now and how students will be prepared to meet the challenges and changes of the future.

GENERAL INFORMATION

- Design a school of the future that will address the future needs of students as they prepare for the workforce and infuse the latest technologies and address future potential educational issues in your plan
- Presentation content will include future consideration for faculty, learning environments, use of technology, budgets, size of school, facility structure, special education, extra-curricular activities, business and community partnerships, staff development and leadership activities. Your project should include innovative ideas and anticipate future problems and solutions in education.
Resource: www.cefpi.org
- Teams of two-three (2-3) students may present and work on the project. two (2) students must present at the FEA State Conference
- Students may design their school to accommodate the following grade categories: **K-3, 4-6, 7-8, K-8 or 9-12**
- All materials submitted must be planned, conducted and prepared by the FEA students only
- The Future of Education Project must be developed and completed during the current school year
- A display may be used to document and illustrate the work of Future of Education strategies and may describe programs, facility structure, energy use, curriculum, age group of students and demographics
- The display may be either freestanding or tabletop. Freestanding displays should not exceed a space of 48" deep by 60" wide by 72" high. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high
- The display may be used as a visual during the presentation. This should include any printed materials, pictures, sample research items etc. used to identify your school of the future and illustrate your planning efforts
- The submitted presentation must be double-spaced, 12 pt. font size and printed on white paper with contestant names, school, contest name, grade level of students, grade category (**K-3, 4-6, 7-8, K-8 or 9-12**) for the school you designed. This presentation should include the following information: documented research for your project, reasoning behind the decisions made for each of the core areas you will cover: facility size and structure, curriculum, learning environments, use of technology in instruction, partnerships with business, staff development opportunities, school budget (includes transportation, teacher salary, administrative costs, maintenance, extra-curricular activities etc.)
- Presentation team must provide their own technology at the competition, i.e. laptop, proxima, screen

SUBMISSION INFORMATION

- Complete and submit your ECAP, Resume & Interview with conference registration (**10%** of total score – ALL team members’ submissions will be totaled and averaged for a final score)
- Submit presentation outline to judges at the beginning of your scheduled time
- Spectators may not observe any portion of this event
- At the designated time, participants will have ten (10) minutes to set up a display. Only participants are allowed in the set up area
- Participants must bring all necessary supplies and/or equipment
- A copy of your presentation will be provided to the judges at the beginning of your presentation
- The oral presentation may be eight to ten (8-10) minutes in length. A one (1) minute warning will be given at nine (9) minutes. Participants will be stopped at ten (10) minutes
- Following the presentation, the judges will have five (5) minutes to interview and ask questions of participants

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy
	1.2	Recognize the factors that contribute to an effective school
STANDARD	2.0	Recognize the financial policies and procedures of a school district
	2.1	Identify business and financial functions of an educational institution
STANDARD	3.0	Understand the history and structure of education in the United States
	3.5	Examine current educational issues
STANDARD	4.0	Understand the roles of the governing board and the administration in relation to schools
	4.1	Explain the role of the governing board in establishing policies and objectives for the school district
	4.2	Describe how schools carry out the governing boards’ policies and meet state mandates
STANDARD	5.0	Explain the roles of support service personnel in schools
	5.1	Describe the roles of certified support personnel (e.g., guidance and counseling, psychological services, librarians/media specialists, technology support, healthcare providers, etc.)
	5.2	Describe the roles of classified support personnel (e.g., food service workers, facility maintenance workers, transportation personnel, teacher aides, after-school program personnel, etc.)
	5.3	Describe the role of community resources in and out of the school to provide student assistance
STANDARD	7.0	Comprehend the issues related to exceptional learners
	7.4	Identify the legal responsibilities associated with student individual education plans
	7.5	Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student’s goals

STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
	8.3	Identify the needs of multiple-language learners
STANDARD	11.0	Identify instructional methods for student learning
	11.1	Investigate various methods of instruction
	11.2	Identify teaching methods that accommodate various learning styles
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments
	11.4	Identify different assessment techniques for feedback to students and/or guiding instruction
STANDARD	12.0	Create a lesson plan and related activities to meet the needs of learners
	12.1	Develop objectives that are aligned with state and district standards
	12.2	Integrate the components of a lesson plan with activities and instructional materials
STANDARD	13.0	Apply technology for instruction and management
	13.1	Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs
	13.2	Investigate a new technology application that can be used to improve teaching and/or learning
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication
	13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities
	13.5	Integrate technology relevant to lesson planning, teaching and classroom management and assessment
	13.6	Identify the ways that virtual cyber learning may impact the future of education

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines.

- Based on presentation skills, research and content of speech
- Scoring will be based on content, realistic implementation, creativity, resourcefulness, categories discussed, research used to verify outcomes
- Students may use media as part of their presentation and display to illustrate their project

STUDENTS MUST PROVIDE THEIR OWN MEDIA DURING THEIR PRESENTATION

EDUCATION OF THE FUTURE PRESENTATION & DISPLAY

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
PROJECT		
Quality printed materials & samples		
Cooperative efforts of team & organizations		
Original & creative activities evident		
All components in guidelines were included in school planning		
Integration of multiple technologies		
Project had extensive research & resources		
Project was innovative and interesting		
PRESENTATION		
Display communicates project clearly and is organized and easy to follow		
School budget clearly outlined & described		
School curriculum clearly identified, justified and appropriate for grade levels		
Evidence of extensive business & industry collaboration		
Evidence of comprehensive staff development		
Extra-curricular & leadership development activities clearly identified & explained		
Presenter spoke clearly with appropriate pitch, tempo and volume		
All team members were actively involved in the presentation		
PROFESSIONAL APPEARANCE		
Excellent posture, body language, gestures, handling of props/materials and eye contact		
Excellent use of grammar and pronunciation		
All team members dressed professionally		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

EMERGENCY PREPAREDNESS

COMPETITION READINESS

AREAS OF FOCUS

- Team event
- National Competition ONLY
- Only one (1) student per chapter may enter this competition
- Focus is learning how to respond quickly and efficiently to emergencies in your classroom/school by researching and evaluating your school's Emergency Preparedness Plan
- You will locate research and conduct interviews on emergency procedures and prepare your findings in a written report
- Written report must contain procedure for **one (1) natural disaster and one (1) violent/threatening incident**
- Conclude report with personal reaction towards your school's Emergency Preparedness Plan
- Written report must be three (3) pages long - no more than three (3)
- Contestants with top ten (10) reports will then create a PowerPoint highlighting their report to present at National Conference
- PowerPoint presentation may not be longer than ten (10) minutes
- Judges will ask contestants questions after presentation
- Use proper grammar, punctuation and spelling throughout report and PowerPoint

PREPARATION TIPS

- Start your research with U.S. Department of Education's "Creating Emergency Management Plans" (link can be found below under Research)
- Conduct interviews with as many people as possible
 - School Principal (are there any specific state procedures?)
 - Staff with key roles in Emergency Preparedness Plan (what do they do to prepare?)
 - Community Responders (what do the procedures look like from their perspective?)
- Combine all research & interview data into written report (MUST address one (1) natural disaster AND one (1) violent/threatening incident)
- After facts, give personal opinions towards Emergency Preparedness Plan (what works, what can be improved, does everyone involved feel confident in their role)
- If chosen in top 10, prepare PowerPoint based around report information (MUST still include one (1) natural disaster, one (1) violent/threatening incident and personal reaction)
- Add some visual (picture, color, etc.) to your PowerPoint to make it more of a presentation, rather than a repeat of your written report

- Practice presenting PowerPoint to look for:
 - Good body language & eye contact
 - Clear voice with a variety of tones
 - No grammatical or mechanical errors
 - No longer than ten (10) minutes
- Let classmates ask questions so you are prepared to fully answer any questions the judges ask

RESEARCH

The following are research resources that may be helpful concerning your topic

- U.S. DOE's "Creating Emergency Management Plans"
<http://rem.ed.gov/docs/creatingplans.pdf>
- Your state's Department of Education website for any state specific procedures
- Online educational database - Educational Resources Information Center (ERIC): <http://www.eric.ed.gov/>

O

EMERGENCY PREPAREDNESS

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	Yes

PURPOSE

The ability to respond quickly and efficiently to emergencies is critical to the safety and well-being of all students, faculty and staff of a school. An emergency preparedness plan is the key to an effective response to a natural disaster such as fire or weather emergency, as well as violent or threatening incidents. The purpose of this competition is for the contestant to learn about emergency preparedness in a school setting. The contestant will begin by researching the elements of an effective emergency preparedness plan. Start by reading the U.S. Department of Education's "Creating Emergency Management Plans" located at <http://rem.s.ed.gov/docs/creatingplans.pdf>.

Continue your research by seeking out other reputable websites designed to assist schools in emergency preparedness. You should also ask your school principal if there are any state specific emergency guidelines for your state. If so, access the guidelines from your state department of education. To learn about your school's emergency preparedness plan, you will interview the appropriate school staff members who have a key role in implementing the plan (principal, vice principal, a teacher, etc.). You should ask about the steps the school personnel will follow when preparing for and responding to a natural disaster and a violent or threatening incident. If appropriate, you may ask to see sections from your school's emergency preparedness plan. You may also want to consider interviewing any community responders such as police or fire personnel.

Next, you should combine your research and interview findings into a cohesive three (3) page report that explains the procedure for responding to one (1) natural disaster and one (1) violent or threatening incident. You should conclude the report with your personal reaction to your school's emergency plan. How does your school's emergency plan compare to the best practices you discovered in your research? Do you think it covers all the elements you learned about? Would you offer any ideas for improving the plan? Judges will review the written reports and will select the top ten (10) entries. These ten (10) semi-finalists will prepare a PowerPoint presentation not to exceed ten (10) minutes in length, highlighting the findings from the written report. The semi-finalists will make their presentation before a panel of judges at the conference. The judges will have an opportunity to ask the contestant additional questions. The semi-finalists will bring their presentation on a jump drive. Students will provide their own laptop computer and LCD projector for displaying the presentation.

ELIGIBILITY FOR ENTRY

- This competition is open to good-standing FEA members in high school
- Submitted by the Competition Entry deadline
- The advisors of the students selected to compete onsite in the Emergency Preparedness Competition will be notified regarding each student's competition status. All students selected to compete must be registered for the FEA State Conference
- Entrants grant Arizona FEA the right to use and publish the submission in print, online or in any media without compensation

COMPETITION GUIDELINES

- The written report must not exceed three (3) pages
- The report must be written in English

- The report must explain the procedures for one (1) natural disaster and one (1) violent or threatening incident
- The report must include the contestant's personal reaction to the emergency plan
- The top ten (10) entries will be invited to present their findings at the FEA State Conference. The advisors of the contestants who qualify for the presentation phase will be notified prior to conference
- Contestants selected to move forward to the onsite portion of the competition will prepare a PowerPoint presentation not to exceed ten (10) minutes in length, highlighting the findings from the written report. The semi-finalists will make their presentation before a panel of judges at the conference. The judges will have an opportunity to ask the contestant additional questions
- The State Conference finalists will bring their presentation on a jump drive. The contestant will provide their own laptop computer and LCD projector for displaying the presentation

JUDGING AND SCORING

- The judges' decisions are final
- Scoring is based on the Emergency Preparedness Competition rubric
- The top ten (10) finalists will present at the FEA State Conference

HOW TO ENTER

- Students must register and submit all application materials for the competition by the Competition Entry deadline
- Advisors of the students who qualify for the onsite presentation phase in the Emergency Preparedness Competition will be sent the competition schedule prior to conference
- Contestants must arrive at the presentation area at their assigned time or risk disqualification

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy
	1.2	Recognize the factors that contribute to an effective school
STANDARD	4.0	Understand the roles of the governing board and the administration in relation to schools
	4.2	Describe how schools carry out the governing boards' policies and meet state mandates
	4.3	Explain the roles and responsibilities of district and building administrators
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.2	Examine instructional and supervisory roles for of teachers
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.2	Identify discipline strategies needed in various classroom situations

EMERGENCY PREPAREDNESS SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
REPORT		
The report is three (3) pages in length		
Sentence structure is accurate		
Punctuation is used correctly; Spelling is error free		
The report explains the procedure for a natural disaster		
The report explains the procedure for a violent or threatening incident		
The report includes the contestant's personal reaction of the school's emergency plan		
The contestant's personal reaction is thoughtful and useful		
Punctuation is used correctly		
Grammar is used correctly; spelling is error free		
The report includes evidence the contestant interviewed staff members regarding the school's emergency plan		
PRESENTATION FINALISTS		
The presenters use appropriate gestures and body language, including eye contact		
Grammar is used correctly		
The presenters personal reaction shows evidence of emergency preparedness knowledge		
The presenters personal reaction is thoughtful and useful		
The presentation clearly describes the emergency plan for a natural disaster		
The presentation clearly describes the emergency plan for a violent or threatening incident		
The presentation includes the contestant's personal reaction to the emergency plan		
The presenters are able to fully respond to any questions posed by the judges		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

ENERGY DAY

COMPETITION READINESS

Sponsored By



Delivering more than power.™

AREAS OF FOCUS

- Team/Chapter event
- Focus is a three (3) step process: the Energy Day, the project portfolio and the presentation
- Your chapter must plan an Energy Day for a local middle school or high school
- This should include energy-themed lessons/activities targeted for a specific grade/class/school
- Utilize local energy experts to aid your Energy Day
- Create a portfolio of your Energy Day, including a reflection and various artifacts
- Journal or record the process for use in your reflection for your portfolio
- Typed reflection must be two (2) pages long, 12 pt. font and double-spaced
- Portfolio should be detailed and professional
- The ten (10) chapters with highest portfolio scores will have two (2) or three (3) students present their Energy Day portfolio on behalf of their chapter
- Presentation must acknowledge how your FEA worked collaboratively as a team and with other teachers/experts

PREPARATION TIPS

- Steps to planning your Energy Day: 1.) Choose a date and get permission from the school, 2.) Plan your lessons/activities, 3.) Consult with energy experts and 4.) Host your local Energy Day
- Start planning your Energy Day early in the year so you have plenty of time to prepare
- Document everything so you can include it in the artifacts section of your portfolio:
 - Pictures
 - Lessons/activity instructions
 - Notes & Quotes from people involved
- Your reflection should include who participated and where & when your Energy Day took place, what lessons/activities were involved and the outcomes
- Outfit your portfolio to have details, examples and a variety of artifacts, while remaining professional in appearance
- Practice your presentation in front of your entire chapter to ensure good presentational skills and no significant information is missing

RESEARCH

The following are research resources that may be helpful concerning your topic

- National Foundation for Energy Education website
- Science standards & curriculum for target grade level found on Arizona Department of Education website
- Books and websites on energy education

ENERGY DAY

Entries Per School	1
Type of Event	Team
State Competition	Yes
National Competition	Yes



Sponsored By Delivering more than power.™

CONTEST PURPOSE

This competition is sponsored by the National Foundation for Energy Education and its "The Great American Energy Debate" project. In this competition, the FEA chapter will plan and conduct an Energy Day for a local middle or high school. To participate, the chapter members must plan and implement an energy-themed series of lessons and activities for a grade level, selected classes or the entire school. The chapter can determine what their local Energy Day entails. However, it should:

- Include an energy-focused lesson that presents balanced, scientific information
- Engage students with hands-on activities, games or competitions; and involve a variety of people, such as experts in the energy field in the process

The FEA chapter must create a portfolio of artifacts and reflections about the event and submit it online. The ten (10) chapters with the highest portfolio scores will be invited to present the portfolio to a panel of judges at the FEA State Conference.

The purpose of the competition is to engage FEA members in science (energy) instruction across the curriculum, to work collaboratively with future educator peers, practicing educators, energy experts and members of the community and to garner real-life teaching experience. This competition requires FEA members to use a variety of skills including planning, teaching, collaborating, problem solving and reflecting.

ELIGIBILITY FOR ENTRY

- This is a team event
- Entries are limited to one (1) presentation per good-standing high school chapter
- All entries are competing in one (1) category
- The entry form must be submitted by the Registration deadline the **LAST FRIDAY IN JANUARY**
- Student presenters must be registered for the FEA State Conference and be present at the conference to participate
- Complete and submit your ECAP, Resume & Interview with conference registration (**10%** of total score – ALL team members' submissions will be totaled and averaged for a final score)

COMPETITION GUIDELINES

The chapter must conduct a local Energy Day that includes an energy-focused lesson that presents balanced, scientific information; engages students with hands-on activities, games or competitions; and involves a variety of people, such as experts in the energy field in the process. The chapter must then complete a well-organized portfolio that includes a reflection paper, as well as supporting artifacts and submit it online. ***There are three (3) components to this competition: the Energy Day, the project portfolio and the presentation of the portfolio.***

CONDUCTING AN ENERGY DAY

The FEA chapter must select a date for a local Energy Day and get permission from school officials to host this program for a specific grade level, selected classes or the entire school.

Once the FEA chapter has permission from school officials to host a local Energy Day, they must plan the lessons and activities for the day. The chapter may consult any source they choose when developing their local Energy Day. They may follow the materials and activities of The Great American Energy Debate Project or investigate other lesson plan ideas on energy instruction. (Possible resources include: Energy Education & Workforce Development, Free Renewable Energy Lesson Plans and Energy & Science Lesson Plans).

When planning the lessons and activities, the chapter should enlist assistance from other teachers at the school and “energy experts” from the community to prepare a day of energy instruction that crosses multiple curricular areas (math, science, language arts, social studies, art, music, physical education, etc.). Energy experts may include representatives from the community’s energy company; experts at local businesses and industries, such as HVAC companies or home-improvement departments; science instructors at local colleges/universities; or experts in renewable energy/green energy in the home-building industry.

Once the Energy Day has been outlined and all materials have been developed, the chapter must host the local Energy Day, implementing the planned lessons and activities. FEA students, classroom teachers and energy experts must all be involved in a portion of the planning and the delivery of instruction and activities. Energy experts do not need to be part of the actual presentation as they will not be participating in the state competition.

CREATING A PROJECT PORTFOLIO

- Reflection: Your project portfolio must include a two (2) page reflection on the day’s events. The reflection must be typed in 12 pt. font, double-spaced and written in English. The reflection cannot exceed two (2) pages. The chapter should address the following sections in its reflection:
 - Title page: Include your school name, your advisor’s name, your school’s address and the title of your project. (This page does not count as one (1) of your allotted two (2) pages)
- Brief description of your local Energy Day (This should be no more than two (2) paragraphs)
 - Where and when did it take place?
 - Who participated in the planning and delivery? Who were the attendees?
 - What kinds of lessons and activities did you have?

PROJECT OBSERVATIONS

- What was learned?
- What went well? What could be improved?
- What were the FEA students’ reactions to working in a collaborative team of new teachers? FEA students, experienced teachers (classroom teachers and FEA advisor) and content experts (Local energy experts)?
- What did your chapter learn about leading a project?
- What skills did your chapter acquire that you can use in your careers as educators?
- Artifacts: In addition to your reflection, you must include artifacts in your project portfolio. An artifact is anything that demonstrates or exemplifies the work that you put into your project. All artifacts should clearly and directly relate to the project objectives. Here is a list of sample artifacts that you might include:
 - Photographs
 - Newspaper clippings (if you invite media to the event)
 - Notes

- Lesson plans
- Activity directions or examples
- Completed projects
- Any other document that depicts the day's activities

In this section, you must include the names of the students, teachers and energy experts (and their job titles) that were involved in the Energy Day event. The artifacts must clearly depict for the judges a cross-curricular day of energy activities.

- The project portfolio must be submitted to the FEA State Director by the **LAST FRIDAY IN JANUARY**

PRESENTATION

- The ten (10) FEA chapters with the highest Energy Day portfolio scores will be invited to deliver a ten (10) minute presentation about the planning, coordination and delivery of their Energy Day event at the FEA State Conference
- Chapters selected to move forward to the presentation portion of the competition must select two (2) or three (3) students to present on behalf of the entire chapter. (There should be no less than two (2) and no more than three (3) student presenters)
- The presentation will last for approximately ten (10) minutes. Presenters will be given their presentation time prior to the State Conference and Competitions. Failing to report on time will be grounds for disqualification
- All presenters will be asked similar questions about their Energy Day event. The presentation must include comments about working in a team teaching model. Students should use artifacts from their portfolio to enhance their presentation
- Students must be professionally dressed. five (5) points will be deducted from the entrant's score for failure to dress professionally

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy
	1.1	Explain the role of education in the economy: local, state, national and international
	1.2	Recognize the factors that contribute to an effective school
	1.3	Compare/contrast the financial advantages/disadvantages of public, charter and private educational institutions
STANDARD	5.0	Explain the roles of support service personnel in schools
	5.3	Describe the role of community resources in and out of the school to provide student assistance
STANDARD	11.0	Identify instructional methods for student learning
	11.1	Investigate various methods of instruction
STANDARD	12.0	Create a lesson plan and related activities to meet the needs of learners
STANDARD	11.0	Identify instructional methods for student learning
	11.1	Investigate various methods of instruction
	11.2	Identify teaching methods that accommodate various learning styles
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments

	11.4	Identify different assessment techniques for feedback to students and/or guiding instruction
	12.1	Develop objectives that are aligned with state and district standards
	12.2	Integrate the components of a lesson plan with activities and instructional materials
	12.3	Implement a lesson and a planned learning activity
	12.4	Conduct a reflective evaluation of the implemented lesson plan
STANDARD	13.0	Apply technology for instruction and management
	13.1	Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs
	13.2	Investigate a new technology application that can be used to improve teaching and/or learning
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication
	13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities
	13.5	Integrate technology relevant to lesson planning, teaching and classroom management and assessment
	13.6	Identify the ways that virtual cyber learning may impact the future of education

JUDGING AND SCORING

- The judges' decisions are final
- Scoring is based on the Energy Day Competition rubric
- All ten (10) FEA chapters who are invited to present their portfolios will be recognized at the FEA State Conference
- The three (3) chapters with the highest presentation scores will be given medals
- Complete and submit your ECAP, Resume & Interview with conference registration (10% of total score – ALL team members' submissions will be totaled and averaged for a final score)

ENERGY DAY SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
REFLECTION & WRITING – TITLE PAGE		
The chapter provided its school name, advisor's name, school address and the Title to the project		
Followed guidelines two (2) pages long, 12 pt. font double spaced		
Portfolio is detailed and professional		
REFLECTION & WRITING – REFLECTION		
The chapter included a brief description of Energy Day		
The chapter identified where and when Energy Day took place, who participated and the types of lessons and activities that were implemented		
PRESENTATION & DISPLAY (TOP ten (10) ONLY)		
The chapter demonstrated thoughtful, meaningful reflection upon the project		
The chapter discussed what they learned about leading a project		
The chapter identified “lessons learned” that will help them as future educators		
Grammar, spelling, punctuation and sentence structure were correct		
The sample artifacts clearly and directly relate to the project. The sample artifacts added meaning and clarity to the portfolio		
The chapter provided a variety of artifacts that help illustrate different aspects of the project		
The presenters talk about their experience working in a team teaching model		
The presenters clearly describe their local Energy Day. All team members participated in presentation		
The presenter provides specific, logical examples that help the judges visualize the local Energy Day		
The presenters are confident, sincere and enthusiastic, the presenters use correct grammar and pronunciation		
Team members dressed professionally		
Excellent posture, grammar & eye contact		
Presentation was within time limit - subtract one (1) point for every fifteen (15) seconds over time limit		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE’S COMMENTS:		

ESSAY WRITING

COMPETITION READINESS

AREAS OF FOCUS

- Individual event
- Focus is expressing your views on a current educational topic by writing a response to one (1) of the given topics
- Must be in essay format with 300-500 words
- Include a title page and works cited page
- All sources must be cited using MLA format
- Entry should illustrate your knowledge of educational issues through research-supported ideas based around your chosen topic
- Use proper grammar, punctuation and spelling throughout essay

PREPARATION TIPS

- Essay should be single-spaced, with a double-space between paragraphs
- Topic of essay must be one (1) of the given topics in the FEA Competition Guidelines
- Ideas in essay should be inventive and creative
- Include research to support your ideas
- Be sure to use legitimate sources for research (no Wikipedia or “.com” websites)
- Include a clearly stated thesis statement in your introduction and restate your thesis in a solid conclusion
- Keep your ideas/writing simple yet concise

RESEARCH

The following are research resources that may be helpful concerning your topic:

- MLA citing resources - <http://tinyurl.com/MLAciting>
- Online educational database - Educational Resources Information Center (ERIC): <http://www.eric.ed.gov/>
- Educational websites and books

ESSAY WRITING

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	Yes

PURPOSE

The purpose of the essay contest is to provide students with an opportunity to express their views on a current topic in education. The topic for the essay contest is as follows:

- **THE TOPIC FOR THE ESSAY COMPETITION CAN BE LOCATED AT:**
www.azed.gov/career-technical-education/fea (go to **Competition Guidelines**)

GENERAL INFORMATION

- Essays must range from 300-500 words (every word is counted). This does not include the title or works cited
- Essays must be single-spaced with a double-space between paragraphs
- Essay must be written in English
- Contestants must cite all their sources of information using MLA format for the Works Cited page. Examples follow for correct style when listing a book, an article or an Internet source:
 - **Book:**
Frye, Northrop. *Anatomy of Criticism: four (4) Essays*. Princeton: Princeton UP, 1957.
 - **Newspaper Article:**
Crossette, Barbara. "India Lodges First Charges in Arms Scandal." *New York Times* 23 Jan. 1990, natl.ed: A4.
 - **Online Newspaper Article:**
Goldfarb, Zachary A. "Child Health Dilemma." *Washington Times* 31 Aug. 2003. 4 Sept. 2003 <http://www.washtimes.com/world/20030831-121939-8665r.htm>.

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy Explain the role of education in the economy: local, state, national and international Recognize the factors that contribute to an effective school
STANDARD	3.0 3.5	Understand the history and structure of education in the United States Examine current educational issues
STANDARD	8.0 8.1 8.2 8.4	Explain the issues relating to diversity and its impact on teaching and learning Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group

SUBMISSION INFORMATION

- Submit electronic copy of your Essay by the **LAST FRIDAY IN JANUARY** – follow instructions at www.azed.gov/career-technical-education/fea (go to **Competition Guidelines**)
- Complete and submit your ECAP, Resume & Interview with conference registration

SCORING GUIDELINES

- Adherence to guidelines
- Essay is on the stated topic (essays not on the stated topic will not be judged)
- Essay has a clear thesis, supporting details and includes a conclusion that restates the thesis and makes the text memorable
- Ideas expressed are meaningful and important
- Content is clear and convincing
- Essay includes elements of creativity
- Correct grammar, spelling, punctuation and sentence structure are used
- Complete and submit your ECAP, Resume & Interview with conference registration (10% of total score)

SEE THE SCORING RUBRIC FOR SPECIFIC SCORING ITEMS IN ADDITION TO THESE SCORING GUIDELINES

ESSAY WRITING SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
SUBMITTED MATERIALS		
Followed all guidelines		
Topic was identified and outlined		
Research supported topic		
All Information sources cited properly		
Essay is single spaced with double spacing between paragraphs		
Proper font and spacing were used		
Essay is from 300 - 500 words - deduct one (1) point for every ten (10) words over or under		
ESSAY CONTENT		
Ideas are meaningful & important		
Content is clear & convincing		
Essay is creative & original		
Essay captures the attention of the reader		
TOPIC ORGANIZATION		
Thesis is clearly identified		
Essay address topic as outlined for current year		
On topic with supporting details		
Good sequence from opening to body to closure		
Closing statement and summary bring reader into proper understanding of content		
MECHANICS/ GRAMMAR		
Sentence structure is accurate		
Punctuation & spelling is error free. No grammatical errors		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

ETHICAL DILEMMA

COMPETITION READINESS

AREAS OF FOCUS

- Team/Chapter event
- Discuss an ethical dilemma and make a thoughtful decision on a recommended course of action
- Make your decision from the viewpoint of the chapter discussion
- Use critical thinking skills and persuasive communications when deliberating and presenting
- Work collaboratively as a team/chapter
- Address all factors of the dilemma in decision
- Approach the dilemma in a serious and professional manner

PREPARATION TIPS

- Take time to talk through the dilemma with your chapter
- Work through all possible factors of the dilemma
- Work as an entire chapter to develop your oral presentation, even though only two (2) or three (3) students will present
- Address how the decision was made and what factors were considered in your presentation
- Practice your presentation multiple times in front of your entire chapter to gain constructive input

RESEARCH

The following are research resources that may be helpful concerning your topic:

- National Education Association - Code of Ethics:
<http://www.nea.org/home/30442.htm>
- Online case studies pertaining to ethics

ETHICAL DILEMMA COMPETITION

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	Yes

PURPOSE

In this competition, the FEA chapter will be presented with an ethical education-related dilemma and, acting as the honor council, the chapter must make a recommendation for a course of action. This competition requires FEA members to use ethical reasoning to make an ethical decision.

GENERAL INFORMATION

Chapter members will employ critical thinking skills and use persuasive communication techniques to collaboratively solve an ethical dilemma. To participate, the chapter must first thoroughly discuss the ethical issue. In doing so, the chapter must develop a recommendation for how to handle the situation. The deliberation portion of this competition is chapter-based and should take place prior to the conference. Once the chapter comes to an agreement on a recommendation, the chapter must select two (2) or three (3) students to present the recommendation to a panel of judges at the conference. The panel of judges, one (1) of whom will be acting as the principal, is acting as a group of school administrators. The chapter must work as a team to develop a presentation even though only a few students representing the chapter will make the presentation onsite.

- During a chapter meeting, present the ethical education-related dilemma
- Spend adequate time discussing the dilemma, considering the “things to think about.” This deliberation may take several chapter meetings
- When the discussions have concluded and a decision has been reached, prepare a five (5) minute presentation from the viewpoint of your chapter. What action do the students recommend in this case?
- Download video on YouTube and submit the link at the time of registration
- The top ten (10) finalists selected by a panel of judges will qualify to present at the FEA State Conference
- The oral presentation will be made to a panel of judges, one (1) of whom will represent the high school principal
- Student presenters should be prepared to deliver a professional, clear and decisive response to the dilemma
- How the decision was reached and what factors were considered should be included in the presentation
- The judge playing the role of the principal will ask additional questions about how the decision was reached

PROGRAM STANDARDS

STANDARD	3.0	Understand the history and structure of education in the United States
	3.2	Identify major philosophies of education
	3.5	Examine current educational issues
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or tea

STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.2	Identify discipline strategies needed in various classroom situations
STANDARD	10.0	Comprehend the stages of human development and their impact on learning and the classroom
	10.2	Recognize cognitive development from birth through adolescence
	10.4	Recognize emotional development theory
STANDARD	11.0	Identify instructional methods for student learning
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments

SUBMITTED MATERIALS

Complete and submit your ECAP, Resume & Interview with conference registration. ALL Team members' scores will be added and averaged for a final score worth 10% of the total score

ETHICAL DILEMMA MAY BE FOUND AT:

- www.azed.gov/career-technical-education/fea (go to Competition Guidelines)

ETHICAL DILEMMA SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
SPEECH CONTENT		
Followed all event guidelines		
Presentation addressed the current year dilemma topic		
Documentation of chapter meeting discussion		
The presentation includes a clear and decisive verdict based on careful deliberation		
The chapter deliberated on the topic and incorporated research and findings to come to their decision		
The presentation includes information on how the verdict was reached		
The presentation includes factors that were considered in reaching the verdict		
Responses to the principal's questions indicate the honor council has thoroughly examined the dilemma		
DELIVERY		
JUDGES ASSUME THE ROLE AS PRINCIPAL OF THE SCHOOL		
The presenters are professional and convincingly portray the seriousness of the chapter meeting deliberation		
The presenters use appropriate gestures and body language		
Presenters were dressed professionally		
All members of the team had active roles in the presentation		
Presenters conclusion was reasonable and founded on research and findings		
The presenters answered judges questions comprehensively		
Presentation was under five (5) minutes - subtract one (1) point for every fifteen (15) seconds over time limit		
The presenters make eye contact with the judges		
The presenters' voices are easy to hear and demonstrate a variety of tones as appropriate		
The presenters demonstrate command of the English language and use appropriate vocabulary, grammar and pronunciation		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

EXPLORING EDUCATION ADMINISTRATION CAREERS

COMPETITION READINESS

AREAS OF FOCUS

- Individual event
- Three (3) students may enter from each chapter
- Focus is learning about Education Administration careers and the leadership & management skills necessary to run operations
- You will select one (1) Education Administrator in your school district or local college to job shadow and interview
- Job Shadowing must take place when Administrator is actively working
- Must have a total of eight (8) job shadowing hours accumulated over time
- Complete the Administrator's Verification form, Interview form and a written Reflection paper
- Interview must be at least fifteen (15) minutes long, including the five (5) given questions along with at least ten (10) questions created by the contestant
- Written Reflection paper must be **300 - 400** words long
- Use proper grammar, punctuation and spelling throughout all written forms/paper

PREPARATION TIPS

- Must submit all documents (Administrator's Verification form, Interview form and Reflection Paper) or entry will not be judged
- Select an Administrator whose job interests you. Some example: Principal, Vice Principal, District Superintendent, College President, Dean, etc.
- Job Shadowing hours should be conducted in small time frames over a course of a few days/weeks and during a time when the administrator is actively working
 - Take notes during these hours to aid you in your Reflection Paper
- Start your job shadowing by gaining the administrator's general information for the Administrator Verification form
- Take time before, during or after your job shadowing to conduct an interview
 - Must have a minimum of fifteen (15) questions: the five (5) given questions along with ten (10) questions of your own creation
- Write a **300-400** word Reflection Paper at the end of your job shadowing to highlight your experience
 - Include your thoughts on the administrator's duties and responsibilities, support given to teachers, students and staff and whether this may be a career you consider for your future
- Check through all written documents before submission for correct grammar and mechanics

EXPLORING EDUCATION ADMINISTRATION CAREERS

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	Yes

PURPOSE

Smooth operation of an education institution requires competent administration. Administrators provide direction, leadership and day-to-day management of educational activities in schools and other education institutions. The purpose of this competition is to learn more about education administration careers through job shadowing and interviewing a current education administrator.

Some common education administration jobs include the following:

- School Principal
- Assistant/Vice Principal
- District Superintendent
- School District Administrator (Chief Academic Officer, Assistant Superintendent, etc.)
- Private School Dean
- College/University President

Contestants will select one (1) education administrator that works within their school district and will receive permission from the administrator to job shadow him/her for a total of eight (8) hours. The eight (8) hours are not expected to be consecutive; rather they are accumulated over a period of several days or weeks and occur when the administrator is actively engaged in his/her work.

Contestants will complete and submit the following three (3) career-exploration documents:

- Administrator's verification form
- Interview form
- Reflection paper

ELIGIBILITY FOR ENTRY

- This competition is open to good-standing FEA members in high school
- The Exploring Education Administration Careers Competition registration form and application materials must be submitted by the Competition Entry deadline
- Entrants grant Arizona FEA the right to use and publish the submission in print, online or in any media without compensation

COMPETITION GUIDELINES

- The administrator's verification form must be completed and submitted with the other career-exploration documents
- The contestant must conduct a fifteen (15) minute interview with the administrator and submit the completed interview form with the other career-exploration documents
- The reflection paper is to be written at the conclusion of the job-shadowing experience. The paper must range from **300 to 400** words and must be submitted with the other career-exploration documents. The paper must include the contestant's thoughts on the following questions:
 - What are some of the duties the administrator performs?
 - How does the administrator's work support the work of the teachers?

- How does the administrator's work support the students?
- Would this be a career you might consider in your future? Why or why not?
- What other reflections from this experience would you like to share?
- All documents must be written in English

PROGRAM STANDARDS

STANDARD

			1.
	0		Ex
		amine the role of the education industry in the economy	
	1.1	Explain the role of education in the economy: local, state, national and international	
	1.2	Recognize the factors that contribute to an effective school	
STANDARD	4.0	Understand the roles of the governing board and the administration in relation to schools	
	4.1	Explain the role of the governing board in establishing policies and objectives for the school district	
	4.2	Describe how schools carry out the governing boards' policies and meet state mandates	
	4.3	Explain the roles and responsibilities of district and building administrators	
	4.4	Explain the role of the district superintendent and his/her school administration and the board	
STANDARD	5.0	Explain the roles of support service personnel in schools	
	5.1	Describe the roles of certified support personnel (e.g., guidance and counseling, psychological services, librarians/media specialists, technology support, healthcare providers, etc.)	
	5.2	Describe the roles of classified support personnel (e.g., food service workers, facility maintenance workers, transportation personnel, teacher aides, after-school program personnel, etc.)	
	5.3	Describe the role of community resources in and out of the school to provide student assistance	

HOW TO ENTER

Students must register and submit all application materials by the Competition Entry deadline

SUBMISSIONS (SUBMIT AN ELECTRONIC COPY OF ALL REQUIRED DOCUMENTS)

All three (3) entry documents are included in the submission

- Administrator's verification form
- Interview form
- Reflection paper

If yes, continue with the scoring process. If no, do not continue with the scoring process.

ADMINISTRATOR'S VERIFICATION FORM

This form should be completed by the administrator who participated in the Exploring Education Administration Careers Competition. The contestant will submit the completed form with the other competition entry documents.

ABOUT THE CONTESTANT

Contestant's Name: _____

Contestant's School: _____

ABOUT THE ADMINISTRATOR

Administrator's Name: _____

Administrator's Job Title: _____

Name of Education Institution: _____

Total number of job-shadowing hours contestant completed: _____

Dates during which job shadowing took place:

Administrator's Signature

Date

INTERVIEW FORM

THIS FORM SHOULD BE COMPLETED BY THE CONTESTANT

The contestant is to conduct a fifteen (15) minute interview of the administrator participating in the Exploring Education Administration Careers competition. The interview can take place before, during or after the job-shadowing experience.

The contestant will ask the following five (5) questions and will record the responses in the form below. The contestant will write ten (10) additional questions and will record the responses. The completed form must be submitted with the other competition entry documents.

Date of Interview: _____

TO BE ASKED OF THE EDUCATION ADMINISTRATOR:

1. Where did you go to college?
2. What degrees do you hold?
3. Do you hold any certifications or licenses? If so, what are they?
4. How long have you been an administrator?
5. What education jobs have you had before becoming an administrator?

Contestant will write ten (10) additional Interview questions and record Administrator's responses

QUESTION	RESPONSE
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EXPLORING EDUCATION ADMINISTRATION CAREERS

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
ADMINISTRATOR VERIFICATION FORM	
All sections of the administrator's verification form are completed	
The contestant has selected a person who has education administration responsibilities as based on the administrator's job title	
Contestant completed at least eight (8) hours of job shadowing	
INTERVIEW FORM	
At least fifteen (15) questions were asked of the administrator	
The contestant's additional ten (10) questions are thoughtful and appropriate	
Questions and documentation capture job responsibilities	
Administrator's skills and preparation for job are clearly identified	
The contestant appears to have thoroughly recorded the administrator's responses	
REFLECTION PAPER	
The reflection paper is between 300 to 400 words -deduct one (1) point for every ten (10) words over or under	
The paper includes thoughts and/or reactions to the following questions:	
What are some of the duties the administrator performs?	
How does the administrator's work support the work of the teachers?	
How does the administrator's work support the students?	
Would this be a career you might consider in your future? Why or why not?	
What other reflections from this experience would you like to share?	
Punctuation is used correctly	
Grammar is used correctly	
Spelling is error free	
Reflection clearly captures the role of the administrator interviewed	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

EXPLORING PROFESSIONAL SUPPORT SERVICES CAREERS

COMPETITION READINESS

AREAS OF FOCUS

- Individual event
- Three (3) students may enter from each chapter
- Focus is learning about specialized personnel in education and the support they give to students to help them be successful
- You will select one (1) specialized instructional-support professional in your school district to job shadow and interview
- Job Shadowing must take place when professional is actively working
- Must have a total of eight (8) job shadowing hours accumulated over time
- Complete the Professional's Verification form, Interview form and a written Reflection paper
- Interview must be at least fifteen (15) minutes long, including the five (5) given questions along with at least ten (10) questions created by the contestant
- Written Reflection paper must be 300-400 words long
- Use proper grammar, punctuation and spelling throughout all written forms/paper

PREPARATION TIPS

- Must submit all documents (Professional's Verification form, Interview form and Reflection Paper) or entry will not be judged
- Select a Professional whose job interests you. Some examples: Speech/Language Pathologist, School Psychologist, Occupational Therapist, Physical Therapist, Vision Specialist, etc.
- Job Shadowing hours should be conducted in small time frames over a course of a few days/weeks and during a time when the professional is actively working
 - Take notes during these hours to aid you in your Reflection Paper
- Start your job shadowing by gaining the professional's general information for the Professional Verification form
- Take time before, during or after your job shadowing to conduct an interview
 - Must have a minimum of fifteen (15) questions: the five (5) given questions along with ten (10) questions of your own creation
- Write a 300-400 word Reflection Paper at the end of your job shadowing to highlight your experience
 - Include your thoughts on the professional's duties and responsibilities, support given to teachers, students and staff and whether this may be a career you consider for your future
- Check through all written documents before submission for correct grammar and mechanics

EXPLORING PROFESSIONAL SUPPORT SERVICES CAREERS

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	Yes

PURPOSE

Specialized instructional-support personnel are critical to education systems. These highly skilled educators provide direct support to students so that they can be successful in school. Some specialized instructional-support professionals include:

- Speech-Language Pathologist
- Audiologist
- Vision Specialist
- School Counselor
- School Psychologist
- School Social Worker
- Occupational Therapist
- Physical Therapist

Contestants will select one (1) specialized instructional-support professional that works within their school district and will receive permission from the professional to job shadow him/her for a total of eight (8) hours. The eight (8) hours are not expected to be consecutive; rather they are accumulated over a period of several days or weeks and occur when the professional is actively engaged in his/her work.

SUBMISSION MATERIALS (*SUBMIT AN ELECTRONIC COPY OF ALL REQUIRED DOCUMENTS*)

- Professional's Verification Form
- Interview Form
- Reflection paper

ELIGIBILITY FOR ENTRY

- This competition is open to good-standing FEA members in high school
- The Exploring Professional Support Services Careers Competition registration form and application materials must be submitted by the Competition Entry deadline
- Entrants grant Arizona FEA the right to use and publish the submission in print, online or in any media without compensation

COMPETITION GUIDELINES

- The professional's verification form must be completed and submitted with the other career exploration documents
- The contestant must conduct a fifteen (15) minute interview of the professional and submit the completed interview form with the other career-exploration documents
- The reflection paper is to be written at the conclusion of the job-shadowing experience. The paper must range from **300 to 400** words and must be submitted with the other career exploration documents. The paper must include the contestant's thoughts on the following questions:
 - What are some of the duties the professional performs?
 - How does the professional's work support the work of the teachers?

- How does the professional's work support the students?
- Would this be a career you might consider in your future? Why or why not?
- What other reflections from this experience would you like to share?
- All documents must be written in English

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy
	1.1	Explain the role of education in the economy: local, state, national and international
	1.2	Recognize the factors that contribute to an effective school
STANDARD	4.0	Understand the roles of the governing board and the administration in relation to schools
	4.1	Explain the role of the governing board in establishing policies and objectives for the school district
	4.2	Describe how schools carry out the governing boards' policies and meet state mandates
	4.3	Explain the roles and responsibilities of district and building administrators
	4.4	Explain the role of the district superintendent and his/her school administration and the board
STANDARD	5.0	Explain the roles of support service personnel in schools
	5.1	Describe the roles of certified support personnel (e.g., guidance and counseling, psychological services, librarians/media specialists, technology support, healthcare providers, etc.)
	5.2	Describe the roles of classified support personnel (e.g., food service workers, facility maintenance workers, transportation personnel, teacher aides, after-school program personnel, etc.)
	5.3	Describe the role of community resources in and out of the school to provide student assistance

JUDGING AND SCORING

- The judges' decisions are final
- Scoring is based on the Exploring Professional Support Services Careers rubric

HOW TO ENTER

- Students must register and submit all application materials by the Competition Entry Deadline
- Print the confirmation page for your records after completing the online submission form

GUIDELINES (SUBMIT AN ELECTRONIC COPY OF ALL REQUIRED DOCUMENTS)

All three (3) entry documents are included in the submission

- Professional's verification form
- Interview form
- Reflection paper

If yes, continue with the scoring process. If no, do not continue with the scoring process.

ADMINISTRATOR'S VERIFICATION FORM

This form should be completed by the administrator who participated in the Exploring Education Administration Careers Competition. The contestant will submit the completed form with the other competition entry documents.

ABOUT THE CONTESTANT

Contestant's Name: _____

Contestant's School: _____

ABOUT THE ADMINISTRATOR

Administrator's Name: _____

Administrator's Job Title: _____

Name of Education Institution: _____

Total number of job-shadowing hours contestant completed: _____

Dates during which job shadowing took place:

Administrator's Signature

Date

INTERVIEW FORM

THIS FORM SHOULD BE COMPLETED BY THE CONTESTANT

The contestant is to conduct a fifteen (15) minute interview of the administrator participating in the Exploring Education Administration Careers competition. The interview can take place before, during or after the job-shadowing experience.

The contestant will ask the following five (5) questions and will record the responses in the form below. The contestant will write ten (10) additional questions and will record the responses. The completed form must be submitted with the other competition entry documents.

Date of Interview: _____

TO BE ASKED OF THE EDUCATION ADMINISTRATOR:

1. Where did you go to college?
2. What degrees do you hold?
3. Do you hold any certifications or licenses? If so, what are they?
4. How long have you been an administrator?
5. What education jobs have you had before becoming an administrator?

Contestant will write ten (10) additional Interview questions and record Administrator's responses

QUESTION	RESPONSE
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EXPLORING PROFESSIONAL SUPPORT SERVICES CAREERS

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
ADMINISTRATOR VERIFICATION FORM	
All sections of the administrator's verification form are completed	
The contestant has selected a person who is a specialized instructional-support personnel as based on the professional's job title	
Contestant completed at least eight (8) hours of job shadowing	
Support Service person's skills and preparation for job are clearly identified	
INTERVIEW FORM	
At least fifteen (15) questions were asked of the professional	
The contestant's additional ten (10) questions are thoughtful and appropriate	
Questions and documentation capture job responsibilities	
The contestant appears to have thoroughly recorded the professional's responses	
REFLECTION PAPER	
The reflection paper is between 300 to 400 words - deduct one (1) point for every ten (10) words over or under	
What are some of the duties the professional performs?	
How does the professional's work support the work of the teachers?	
How does the professional's work support the students?	
Would this be a career you might consider in your future? Why or why not?	
What other reflections from this experience would you like to share?	
Punctuation is used correctly	
Grammar is used correctly	
Spelling is error free	
Reflection clearly captures the role of the support service job interviewed	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

FEA CHAPTER MEETING PROTOCOL

COMPETITION READINESS

AREAS OF FOCUS

- Select team participants who are versed in Robert's Rules of Order
- A five (5) member team will demonstrate knowledge of meeting protocol through an online test and then at the competition will conduct a meeting using documents given to them that day
- Team members should have a copy of the Robert's Rules "IN BRIEF" for reference
- Be familiar with Robert's Rules of Order and Parliamentary Procedure Made Easy
- All team members should be actively involved in the presentation
- Be familiar with event guidelines
- Energy and enthusiasm is evident in delivery
- Proper body posture and eye contact
- Use of proper grammar
- Clear and concise oral delivery
- Meeting Agenda will be provided each team at the competition - typed and double-spaced in 12 pt. font and three (3) copies prepared for the event- one (1) for your president, secretary and event judges. Develop practice agendas to prepare your team for competition format

PREPARATION TIPS

- Create a clear and comprehensive agenda including team member names, school and meeting focus
- Agenda should follow event guidelines
- Practice Robert's Rules Procedures during your FEA Chapter Meetings throughout the year for preparing for the event
- Time your presentation to make sure it is within the ten to fifteen (10-15) minute window of allowed time
- Get feedback from chapter members on your motions and procedures
- Speak with confidence and poise
- Dress professional for the event
- Designate roles and responsibilities prior to the event and practice those roles
- Determine the motions and committee reports you will include in your agenda
- The secretary should practice taking meeting minutes in your regular FEA Chapter meetings and reviewed by your Advisor and event team members
- All team members should have an active role in the presentation of your agenda

FEA CHAPTER MEETING PROTOCOL

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	No

Program Standards: 1.2, 3.5, 6.4

PURPOSE

To evaluate a chapter's ability to conduct regular FEA Chapter meetings and encourage students to learn to effectively participate in a business meeting and to assist in the development of their leadership skills. Teams will conduct a mock chapter meeting to demonstrate knowledge of basic parliamentary law and the effective organization of an FEA Chapter meeting.

OBJECTIVES

- Students will be able to:
 - Use parliamentary procedure to conduct an orderly and efficient meeting
 - Demonstrate knowledge of parliamentary law
 - Present a logical, realistic and convincing discussion
 - Record complete and accurate minutes

PARLIAMENTARY AUTHORITY

The parliamentary authority for the competitive event is the current edition of Robert's Rules of Order Newly Revised. The Robert's Rules "In Brief" is an excellent easy to follow book that will provide you the necessary information to run an effective meeting

ELIGIBILITY

- The FEA Chapter Meeting Protocol project must be planned and prepared by the participants only
- The demonstration team will consist of five (5) members including a President who will serve as chair, a Secretary, Treasurer and two (2) others who will serve as chapter members
- All participants must complete an ECAP, Resume and Interview prior to competition and submitted with competition entry form. This will count **10%** of total score. The total points will be based on the total score from each category received from each team member and averaged for the team score

COMPONENTS

The competitive event will consist of two (2) phases:

1. Five (5) member team presentation of an entire FEA chapter meeting
2. Minutes of the presentation

GUIDELINES

PERMISSIBLE MOTIONS

The permissible motions for the test and the team presentation are:

1. Adjourn (Privileged)
2. Previous Question (Subsidiary)
3. Postpone to a Certain Time (or Definitely) (Subsidiary)
4. Commit or Refer (Subsidiary)

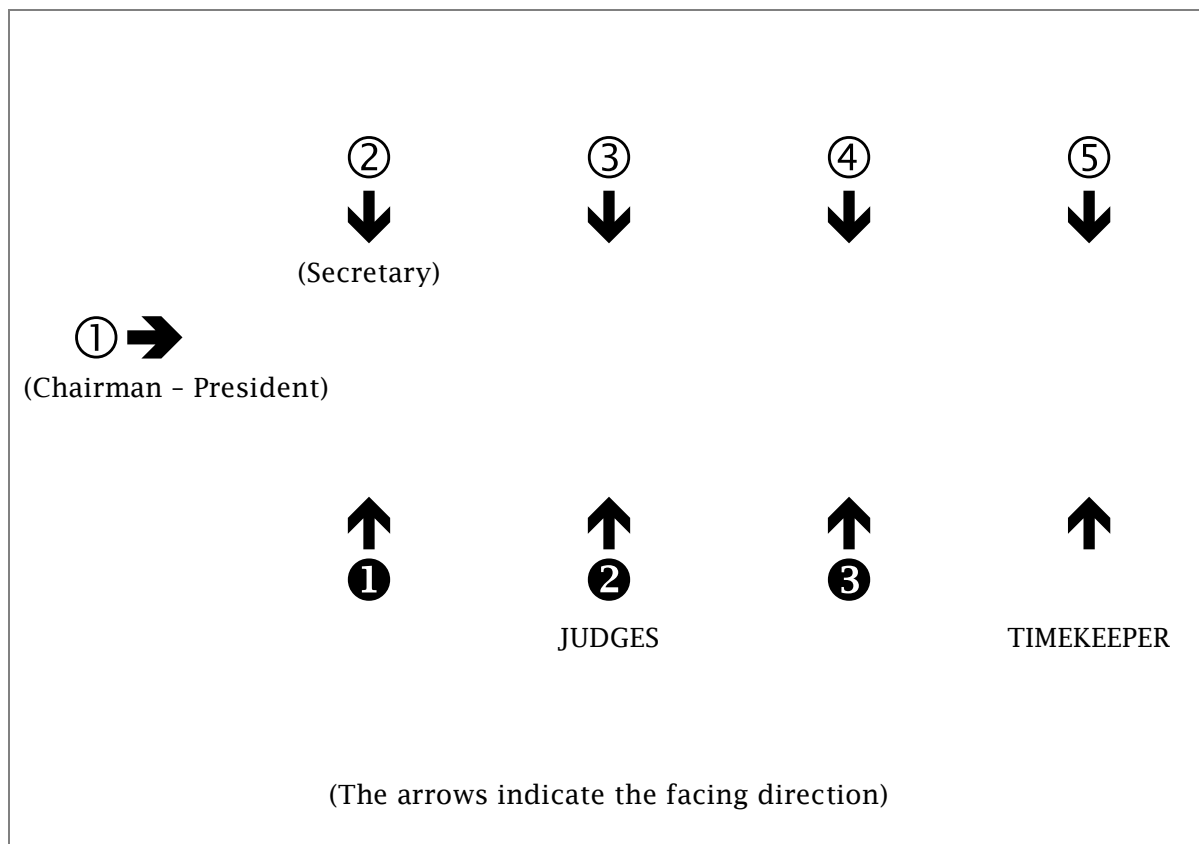
5. Amend (Primary) (Subsidiary)
6. Original Main Motion
7. Division of the Assembly (Incidental)
8. Point of Order (Incidental)
9. Point of Information (Incidental)
10. Parliamentary Inquiry (Incidental)

BUSINESS MEETING PRESENTATION

- Each chapter is allowed one (1), five (5) member team
- Advisors are not allowed to contact their team during any phase of the event
- The teams will be allowed fifteen (15) minutes to prepare their ten to fifteen (10-15) minute presentation
- Each team will be issued one (1) copy of Robert's Rules of Order Newly Revised to use during their presentation preparation time. The text/workbook, Parliamentary Procedure Made Easy, may also be used and must be provided by the team. References may not be used during the team presentation
- Five (5) copies of a completed agenda that will be used for the presentation will be issued to each team upon entering the preparation room. The agenda will have the following headings and documents:
 - **Call to Order:** President gives a rap with the gavel signaling the officers and members to stand (teams will provide their own gavel). Members will recite the FEA Motto: "I will pursue excellence in preparing to be a future teacher of Arizona. I hold to the highest standards and ethics and will uphold the mission and responsibilities of the Arizona FEA. I will represent myself, my schools and the Arizona FEA with my best effort, attitude and commitment." This meeting of the _____ Chapter of the Arizona FEA is now in session. You may be seated
 - **Reading and Approval of the Minutes** - one (1) copy of minutes provided which will be read by the secretary. Three (3) blank pieces of paper will be provided for the presentation minutes
 - **Reports of Officers, Boards and Standing Committees** - Treasurer's report provided to be read by the treasurer
 - **Reports of Special Committees** - one (1) copy provided to be read by any team member except the chair and secretary
 - **Unfinished Business** - one (1) topic will be listed on the agenda for consideration
 - **New Business** - two (2) topics will be listed. Each topic will have to be converted to an original main motion for debate. For example, if one (1) of the topics listed is "Chapter car wash," the main motion could be "I move our FEA chapter have a car wash next Saturday in the schools parking lot." An amendment could be to "add from 1:00 p.m. to 5:00 p.m."
- The Team must demonstrate a minimum of seven (7) motions from the list of ten (10) permissible motions. The following are required: two (2) main motions (from the topics on the agenda), two (2) subsidiary motions (including an amendment), two (2) incidental motions and the motion to adjourn. Only the ten (10) permissible motions listed above may be demonstrated
 - Announcements
 - Adjourn
- The team presentation should last at least ten (10) minutes, but should not exceed fifteen (15) minutes. The timekeeper will report the time taken for each presentation to the judges. There will be five (5) points deducted for each thirty (30) seconds or fraction thereof under ten (10) minutes and over fifteen (15) minutes

- The team will be given warnings by the timekeeper at nine (9) and fourteen (14) minutes
- Throughout the presentation, team members will be referred to by first name only
- The chair and secretary are the only team members allowed to use a pencil and paper during the presentation
- During the preparation time, notes may not be written on paper to use during the presentation
- However, during the presentation, the chair will be allowed to write notes on his/her agenda and the secretary may write minutes on clean pieces of paper. Teams will be disqualified if any other member writes notes during the presentation
- The presentation room will be furnished with seats for judges and observers with a presentation area at the front as shown below. The presentation area will be set up with four (4) chairs for team members, a lectern from which the president will conduct the meeting and a table for the secretary to take minutes. A table and four (4) chairs will be provided for the judges and timekeeper. The timekeeper will be seated beside the judge's table so as to be in clear view of the performing team
- The five (5) team members, the three (3) judges and the timekeeper will be seated as diagramed below. The chairman will need a gavel and lectern, the secretary, a table and chair and the remainder of the team members each a chair. The judges and timekeeper will need tables and chairs

SEATING ARRANGEMENTS



MINUTES

After the meeting is adjourned, the secretary will be allowed five (5) minutes to write the minutes for the meeting. They will then be read aloud to the judges by the secretary and then submitted to the judges. The time required to complete the writing and reading of the secretary's minutes will not count towards a team's time.

The agenda should be used as an outline for preparing minutes. (The secretary will be provided a copy of the agenda prior to the team's presentation.) The minutes should show what was done, not what was said about the motions proposed. They should be as brief as possible. There is a sample of minutes in the references listed.

The minutes should show the following in the order listed below:

1. First part--a paragraph containing the following information:
 - The kind of meeting (regular, special, annual or adjourned)
 - The name of the group holding the meeting
 - The date and hour of the meeting and the place if it is not always the same
 - A notation of the presence of the regular Presiding Officer and the Secretary
 - Action taken on the minutes of the previous meeting (approved as read)
2. Second part--different paragraphs for each subject matter with the following facts:
 - All main motions, including:
 - The name of the proposer
 - The exact wording
 - The disposition (outcome) of the motion
 - The number of votes on each side when a count has been ordered or there is a ballot vote
 - Secondary (subsidiary, privileged and incidental) motions necessary for the minutes to be clear and thorough (such as amend, commit or refer, etc.) that were not lost or withdrawn including:
 - The name of the proposer
 - The exact wording
 - The disposition of the motion
 - Points of order and appeals, including the reasons given by the presiding officer for a ruling
3. Third part--a paragraph containing the hour of adjournment
4. Last part--the signature of the secretary

The items below should not be included in the minutes:

- Motions that were withdrawn
- Motions that were not seconded
- The fact that motions were seconded and the name of the member who seconds each motion
- The words "Respectfully Submitted" where the secretary signs the minutes
- Personal opinions and details of debate
- Committee reports unless the assembly orders them to be entered completely in the minutes

REFERENCES

1. The current edition of *Robert's Rules of Order Newly Revised* (one copy provided for preparation)
2. *Parliamentary Procedure Made Easy* (teams must provide their own copies for preparation)

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy
	1.2	Recognize the factors that contribute to an effective school
STANDARD	3.0	Understand the history and structure of education in the United States
	3.5	Examine current educational issues
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.2	Identify discipline strategies needed in various classroom situations

An agenda, treasurer's report and previous minutes will be given to the school team prior to their scheduled presentation. They will have (15) minutes to prepare for their presentation. Blank paper will be provided for taking notes

FEA CHAPTER MEETING PROTOCOL

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
MINUTES	
Minutes are complete and accurate	
Team addressed all agenda items properly	
Minutes have no grammatical errors and are very legible	
PRESENTATION	
Motion presentation is excellent and follows protocol guidelines	
Debate is engaging, complete and exceeds Protocol expectations	
Two (2) or more additional motions made	
Team was professionally dressed	
Meeting protocol guidelines were followed	
Presenters demonstrate poise and proper posture	
CHAIR	
Chair demonstrates confidence and ability to preside over meeting with precision and good time management	
Chair demonstrated exceptional leadership	
GENERAL	
All team members actively participated	
Speech clear, projects voice, pronounces all words with correct grammar	
Team correctly demonstrated a point of order and parliamentary inquiry	
Team correctly demonstrated a main motion	
Approval of minutes of previous meeting	
BUSINESS SESSION	
Treasurer's Report follows standard guidelines and is inclusive of all areas	
Committee Report is comprehensive	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

FEA LEADERSHIP AWARD

COMPETITION READINESS

AREAS OF FOCUS

- Demonstrate your exemplary characteristics through a self-initiated service project
- Plan an education-related service learning project, requiring at least forty (40) hours of work, for your community that involves community stakeholders and positively impacts others
- Display your service project through a portfolio that includes an essay and artifacts
- Your essay must include and give specific details in the following sections:
 - Title Page
 - Executive Summary
 - Background
 - Project Description
 - Reflection
 - References (if applicable)
- Include a variety of artifacts that illustrate the planning and preparing of your event
- Prepare your portfolio into a professional organized, and appealing fashion

PREPARATION TIPS

- Start planning your service project early in the year so you have plenty of time to prepare
- Document everything you do so you can include it in the artifacts section of your portfolio:
 - Pictures
 - Journals and project timelines
 - Notes & Quotes from people involved
- Outfit your portfolio to have details, examples and a variety of artifacts while remaining professional in appearance
- Be very specific in all essay sections, including as much information as possible
- Explain what you personally took away from this experience, the planning, preparing and participation of this community event
- Illustrate your quality characteristics that set you apart from others and will greatly benefit you as a current FEA member and future teacher
- Have proper spelling, grammar, punctuation and sentence structure throughout your essay (you may have your fellow members/peers review your work due to the length of your essay)
- Use APA or MLA format throughout essay and cite any research sources if used (not required)
- Design your portfolio in a way that creates a compelling story for the judges/viewers

FEA JULIE STOCKWELL SERVICE LEADERSHIP AWARD

Entry Per School	1
Type of Event	Individual
State Competition	Yes
National Competition	Yes

AWARD PURPOSE

The FEA Leadership Award honors members who exemplify the characteristics that the Future Educators Association® seeks to develop among its members, including sound leadership qualities and a strong commitment to improving education in local communities. This award is given to FEA members who have made notable, voluntary contributions to education and, in doing so, demonstrated outstanding initiative. The FEA Leadership Award is the highest honor that an FEA member can earn.

To earn this award, FEA members must successfully complete a self-initiated service learning project that focuses on an education-related issue in his or her community and requires a minimum of forty (40) hours of work. *The student must also involve a variety, at least two (2), of community groups in his/her project in order to address all aspects of service learning and leadership growth.* The project cannot be part of the required curriculum for a course and the completion of the forty (40) hour service project must be led by a single FEA member.

The FEA Leadership Award project must demonstrate the student's personal growth throughout the course of the project. The project must be useful and relevant to the student beyond the scope of the project itself.

The FEA Leadership Award was created to inspire all FEA members by honoring those doing exceptional work, as well as to provide outstanding FEA members with recognition that can be used to their advantage on college applications and in job interviews. This award aims to demonstrate the commitment of the Future Educators Association to developing the next generation of great teacher leaders. Entries will be reviewed by a committee. All projects that meet the established criteria and demonstrate leadership, personal growth and a significant contribution to education will be recognized and awarded.

ELIGIBILITY FOR ENTRY

- This competition is open to good-standing FEA members in high school
- If you are affiliated with an FEA chapter, entries are limited to one (1) student per chapter. Each chapter may have a local run-off competition to select the winning entrant to represent it
- All competition materials must be submitted online by the **LAST FRIDAY IN JANUARY**
- Students must be registered for the FEA State Conference by registration deadline and be present at the conference
- The top three (3) finishers are eligible to compete at the National FEA Competition Event for a \$1000 scholarship
- See the scoring rubric for specific scoring items in addition to these scoring guidelines
- ECAP, Resume, Interview will count for **10%** of total score

AWARD GUIDELINES

The student must complete an education-related service learning project that makes a concrete and visible impact in the student's school or community. A minimum of forty (40) hours is required. The student must then complete a well-organized portfolio that includes an essay describing the project, as well as supporting artifacts.

There are two (2) components to the project portfolio: the essay and the artifacts. If the artifacts are not included, the application will be disqualified.

ESSAY GUIDELINES

- The essay must be typed in 12 pt. font, double-spaced and written in English
 - The essay cannot exceed 20 pages
 - The student should address the following sections in the essay
 - These sections must be clearly labeled
1. **Title Page** – Include your name, your advisor's name, your school name and address and the title of your project
 2. **Executive Summary** – Give a one (1) page overview of your project. Include highlights from each section of the essay (background, project, description and reflection) For example, an executive summary might include a brief summary of the reasoning behind your project, what the project entailed, the community stakeholders involved and the primary lessons that you learned from this experience
 3. **Background** – What is the issue? Why did you choose this project? Why is this project necessary and appropriate for this time and place? Who will benefit from this project? How does this project benefit education? How will this project impact the work and reputation of your FEA chapter?
 4. **Project Description** – Describe the process of completing your project. Questions to consider include:
 - How did you determine a plan for your project? What was your method for gathering information and making strategic decisions? How did you involve community members and who are they?
 - Did you need specific materials or volunteers? If so, how did you obtain them? How did you keep everything and everyone organized?
 - How much time did you spend on this project? How did you spend most of your time? Was that different than what you anticipated? If so, how? How did you keep a record of progress?
 - Did you make any significant changes to your project during the process? If so, did that affect the overall outcome? How?
 - How did you know when the project was completed? Was there any presentation or debut of the final product?
 5. **Reflection** – Reflect on the overall experience. Think about what you learned about yourself and those who benefited from the project. Consider how this experience will influence you in your future career in education. Questions to consider include:
 - What did you learn about yourself as a project leader? What skills did you acquire that you can use in your career as an educator? How did this project affect you personally?
 - What impact did this project have on your community? Given the project's outcome, did you spend your time well?

- What did you learn about working with others or managing people?
 - What would you do differently, if anything?
 - What do the beneficiaries think of the work that you led? How has your project positively impacted education or supported the work of FEA?
6. **References** – If you cited any research within your essay, be certain to include a reference section. Follow a recognized format such as APA or MLA when writing your reference section

ARTIFACTS GUIDELINES

In addition to your essay, you must include artifacts in your project portfolio. An artifact is anything that demonstrates or exemplifies the work that you put into your service project. All artifacts should clearly and directly relate to the project objectives. Here is a list of sample artifacts that you might include:

- Photographs
- Newspaper articles or other media coverage of your project
- Reflective journal
- Project timeline
- Log of how time was spent
- Testimonials from beneficiaries of your project
- Letters of commendation

** You may go on the FEA National website to view past years' winners' projects to identify the quality of projects and expectation from judges.

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy; recognize the factors that contribute to an effective school
STANDARD	3.0	Understand the history and structure of education in the United States
	3.5	Examine current educational issues
STANDARD	5.0	Explain the roles of support service personnel in schools; describe the role of community resources in and out of the school to provide student assistance
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.4	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group
STANDARD	13.0	Apply technology for instruction and management
	13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities

JUDGING AND SCORING

- The judges' decisions are final
- Qualification for the FEA Leadership Award is based on a point system. The total number of points possible is 125
- Scoring is based on the FEA Leadership Award rubric. The rubric is based on the details provided in the submitted portfolio as described in the Award Guidelines section. In addition to the Award Guidelines, judges will also consider several other basic standards, including:
 - Grammar, spelling, punctuation and sentence structure
 - Organization of portfolio

Does it create a compelling story? Is it organized and easy to understand? Is it clear what the artifacts are and how they support the portfolio?

Because the FEA Leadership Award is one (1) of the highest awards that an FEA member can earn, it is understood that the project portfolio will be held to a professional standard. All of these components are accounted for in the rubric.

- Those selected as recipients of the FEA Leadership Award will be recognized at the FEA State Conference. The scholarship award winner will also be announced at that time
 - ECAP, Resume, Interview will count for **10%** of total score

HOW TO ENTER

The entry form and project portfolio must be submitted online by the **LAST FRIDAY IN JANUARY** at:

www.azed.gov/career-technical-education/fea *(go to Competition Guidelines)*

FEA LEADERSHIP AWARD SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
DESCRIPTIVE ESSAY		
Title Page - The student provided his/her name, advisor's name, school name and address and the title of his/her project		
The student included an executive summary; The executive summary is one (1) page in length		
The summary gave an overview of the project, including highlights from each section of the essay (background, project description and reflection)		
BACKGROUND		
The student explained why he or she chose this project		
The student created a strong case for why this project is important		
The student clearly articulated who will benefit from this project		
The student clearly articulated how the service project will impact education in a positive way		
PROJECT DESCRIPTION		
The student clearly described the project		
The student fully explained the different phases of the project, including describing how time was spent and what resources were needed		
The student outlined how he or she knew when the project was completed and described the final outcome		
The student outlined how he or she gathered relevant information and/or made strategic decisions		
The student demonstrated thoughtful, meaningful reflection upon the project		
The student identified "lessons learned" that will help him or her as a future educator		
The student reflected upon the impact of the project on the identified beneficiaries		
Basic Essay Standards - If research is cited, is a reference list included? Is grammar, spelling, punctuation and sentence structure correct? Are essay sections labeled?		
Sample artifacts included; The sample artifacts clearly and directly relate to the project		
The sample artifacts add meaning and clarity to the portfolio		
The applicant provided a variety of artifacts that help illustrate different aspects of the project		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

FEA MOMENT SPEECH

COMPETITION READINESS

AREAS OF FOCUS

- The topic is clearly defined and developed that explains the moment/experience that convinced you to be a teacher
- Ideas are creative and innovative
- Presentation captures audience attention
- Use of proper grammar
- Clear and concise oral delivery
- Speech consists of an Opening - Body - Closure
- Energy and enthusiasm is evident in delivery
- Proper body posture and eye contact
- Content of speech meets competition guidelines

PREPARATION TIPS

- Provide opportunities for students to practice their speeches in front of their peers during your class time
- Allow constructive feedback from the audience for the presenters in order for them to work on areas of concern
- Know your material - know more about it than you include in your speech
- Concentrate on the message - not the medium
- Know your audience - to whom will you be presenting?
- Visualize yourself giving the speech
- Realize that people want you to succeed
- Your speech should represent you - don't imitate other speakers
- Incorporate creative and innovative ideas in your speech to capture the audience's attention
- Pay careful attention to body language, posture, tone and eye contact. We communicate over **90%** of our message through these
- Participants' energy & enthusiasm play a major role in grabbing the attention of the listener. Speak with **PASSION!**
- Relax
- Avoid long pauses and connecting words like "and," "ah," "ok"
- Avoid the use of slang words and use appropriate speech
- Speak clearly and enunciate words
- **DO NOT** read your speech word for word
- Prepare, prepare, prepare!

FEA MOMENT STUDENT SPEAKER

Entry Per School	2
Type of Event	Individual
State Competition	Yes
National Competition	No

PURPOSE

The purpose of the FEA moment is to showcase three (3) students at the FEA State Conference who have had a special moment, which convinced them that being an educator is the only choice for them.

GENERAL INFORMATION

- Length of speech is approximately two - three (2-3) minutes
- Share your inspirational FEA Moment that led you to pursue a teaching career
- Share the impact FEA has had on you in deciding a career in teaching
- Speech should be original, creative and capture the audience's attention

SUBMISSION INFORMATION

- Complete and submit your ECAP, Resume & Interview with conference registration last week in January. (10% of total score)
- Submit your credentials for public speaking (positions held, experience, desire to speak at this conference, two (2) teacher recommendations) and story electronically for review at: www.azed.gov/career-technical-education/fea (go to **Competition Guidelines**)
- Advisors will be contacted with the three (3) winning entries prior to the FEA State Conference so those students will be prepared to present their speech at the conference

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines.

- The impact the special FEA Moment had on the student
- Originality, organization and creativity of speech
- Proper font and spacing, typed three (3) copies
- Complete and submit your ECAP, Resume & Interview with conference registration **LAST WEEK IN JANUARY (10% of total score)**

PROGRAM STANDARDS

STANDARD	3.0	Understand the history and structure of education in the United States
	3.5	Examine current educational issues
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.3	Identify the characteristics of the effective teacher and paraprofessional
	6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	11.0	Identify instructional methods for student learning
	11.2	Identify teaching methods that accommodate various learning styles
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments

FEA MOMENT STUDENT SPEAKER SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
SUBMITTED MATERIALS	
Followed all guidelines	
Topic was clearly identified and outlined	
Two (2) teacher recommendations	
Student leadership well documented and evident	
Content identifies the impact of FEA in their preparation for teaching	
Paper was typed with proper font and spacing	
AWARD 1-10 POINTS FOR EACH AREA	
SPEECH CONTENT	
Ideas are meaningful & important	
Content is clear & convincing	
Creative & original - clearly identified FEA impact	
Clear conclusion with restated thesis - Evidence of FEA impact included	
Gives reader something to remember	
Story left a great impression of the impact of FEA	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

FEA TEACHER OF THE YEAR

CRITERIA

	POINTS
FEA Chapter Advisor minimum three (3) years	10
Nominated by FEA Chapter students	10
Attended ALL FEA State Sponsored events for current calendar year including: Chapter Officer Training Leadership Camp, FEA Fall Regional Leadership Conference and FEA State Conference & Competitions	30
Promotes FEA on campus & in community	20
Completed at least one (1) Service Project related to FEA curriculum	15
Completed at least one (1) FEA Fundraiser	15
Attended the FEA National Conference at least once in the past three (3) years	15
Made at least one (1) FEA presentation to district school board or community group	10
Submitted Program of Activities to State FEA office	20
Conducted at least two (2) campus FEA activities	20
Created recruitment strategies for increasing FEA Chapter membership enrollment	10
Current active fully paid recognized Arizona FEA affiliated chapter in good standing	10
Attended at least one (1) professional development workshop	10
Had an impact in promoting and improving FEA at the school, district or state level.	25
Communicates and corresponds with FEA Director with issues, concerns or information	10
Demonstrates initiative and innovation in developing their FEA Chapter	25
Recommendation letter from site principal affirming activities	20
TOTAL	275

FEA TEACHER OF THE YEAR
APPLICATION FORM

Advisor Name: _____ School: _____

Three (3) Student Names Nominating:

of years as FEA Chapter Advisor: _____

Program of Activities on File with State FEA Office for current year (date submitted)

DOCUMENTATION

FEA State Sponsored Events Attended & Dates:

Examples of promoting FEA on campus and in community:

Service Project(s) Description, Date, # Hours, # of Students:

Fundraiser(s) Description, Date, # Hours, # of Students:

FEA Presentation(s): Date, Name of Organization, Student Participation

FEA Sponsored Campus Activity Description: Date, Location, Purpose, # Participated

Recruitment Strategies used to increase FEA Chapter Enrollment:

Professional Development Workshops Attended in Current School Year:

Principal Comments:

Attended National Conference (State Dir. Sign off): _____

Principal Name: _____ Signature: _____

IMPROMPTU SPEAKING

COMPETITION READINESS

AREAS OF FOCUS

- The topic is clearly defined and developed
- Students will randomly select one (1) topic from five (5) various educational topics possible
- Ideas are creative and innovative
- Presentation captures audience attention
- Use of proper grammar
- Clear and concise oral delivery
- Speech consists of an Opening - Body - Closure
- Energy and enthusiasm is evident in delivery
- Proper body posture and eye contact
- Content of speech meets competition guidelines

PREPARATION TIPS

- Provide opportunities for students to practice their speeches in front of their peers during your class time
- Allow constructive feedback from the audience for the presenters in order for them to work on areas of concern
- Know your material - know more about it than you include in your speech
- Concentrate on the message - not the medium
- Know your audience - to whom will you be presenting?
- Visualize yourself giving the speech
- Realize that people want you to succeed
- Your speech should represent you - don't imitate other speakers
- Incorporate creative and innovative ideas in your speech to capture the audience's attention
- Pay careful attention to body language, posture, tone and eye contact. We communicate over **90%** of our message through these
- Participants' energy & enthusiasm play a major role in grabbing the attention of the listener. Speak with **PASSION!**
- Relax
- Avoid long pauses and connecting words like "and," "ah," "ok"
- Avoid the use of slang words and use appropriate speech
- Speak clearly and enunciate words
- DO NOT read your speech word for word
- Prepare, prepare, prepare!

IMPROMPTU SPEAKING COMPETITION

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	Yes

PURPOSE

Poise, self-confidence and the ability to organize facts are valuable parts of a person's education. This event is designed to recognize FEA students who develop qualities of leadership by combining clear thinking and conversational speaking into an interesting presentation.

GENERAL INFORMATION

- The topic will be related to FEA goals and current educational issues
- Speech must be two-three (2-3) minutes in length. Deductions will be made for going over or under the time. three (3) points for every thirty (30) second period
- Students must report on time or be disqualified
- Speakers will not share the topic with anyone after completing the speech

SUBMISSION INFORMATION

- Complete and submit your ECAP, Resume & Interview with conference registration
- Students will receive impromptu speech topic approximately five (5) minutes prior to assigned presentation time
- Speech preparation: Notes must be made during the preparation time only and may be used when speaking. Solely the contestant must do preparation. Advisors or others may not assist during preparation or presentation
- One (1) index card will be given to each contestant during the preparation time and may be written on both sides
- Student will introduce themselves to the judges upon entry into the room for their speech
- Speakers will submit notes to the judging panel at the conclusion of their speech
- A speech will be stopped that exceeds four (4) minutes
- Speech will be performed at FEA State Conference in front of a panel of judges

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines:

- Complete and submit your ECAP, Resume & Interview with conference registration (10% of total score)
- Whether the topic is adequately developed and the speech is structured around the topic
- Whether the speech has a logical sequence of ideas with an opening, a clearly stated purpose, a body with supporting ideas and a closing
- Whether the speech is effective, sincere, interesting and convincing
- Whether the ideas in the speech are original and meaningful
- Whether the statements in the speech are accurate
- Whether the speaker uses appropriate gestures and body language
- Whether the speaker makes eye contact with the judges
- Whether the speaker's voice is easy to hear and demonstrates a variety of tones as appropriate
- Whether the speaker is confident and enthusiastic

- Whether the speaker demonstrates a strong vocabulary and good word choice
- Whether the speaker uses correct grammar and pronunciation
- Total attainable score is 100 points

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy
	1.2	Recognize the factors that contribute to an effective school
STANDARD	3.0	Understand the history and structure of education in the United States
	3.5	Examine current educational issues
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals; identify the characteristics of the effective teacher and paraprofessional
	6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	7.0	Comprehend the issues related to exceptional learners
	7.4	Identify the legal responsibilities associated with student Individual Education Plans
	7.5	Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student's goals
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
	8.3	Identify the needs of multiple-language learners
	8.4	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.1	Identify the relationship between effective instructional strategies and classroom management
	9.2	Identify discipline strategies needed in various classroom situations
STANDARD	11.0	Identify instructional methods for student learning
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments
STANDARD	13.0	Apply technology for instruction and management
	13.2	Investigate a new technology application that can be used to improve teaching and/or learning
	13.6	Identify the ways that virtual cyber learning may impact the future of education

IMPROMPTU SPEAKING SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
CONTENT (45%)		
Topic is exceptionally developed		
Stays on topic		
Ideas are supported by facts, research and experience		
Speech has logical sequence of ideas & body of supporting ideas		
Speech is convincing		
Ideas in speech are meaningful; keep the attention of audience		
Evidence of summary or conclusion of idea statement		
Statements in speech include examples & references		
Opening, body and conclusion transition well to address issue completely		
DELIVERY (30%)		
Uses appropriate gestures, body language & posture		
Meaningful eye contact		
Fluctuates at appropriate times		
Speech flows		
Confident, enthusiastic & passionate		
Dressed professional		
LANGUAGE (10%)		
Good word choice and articulation		
Excellent grammar & pronunciation		
TIME MANAGEMENT (5%)		
Speech is between two-three (2-3) minutes- Deduct one (1) point for every ten (10) seconds over or under time limit		
ECAP, RESUME & INTERVIEW (10%)		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

INSIDE OUR SCHOOLS

COMPETITION READINESS

AREAS OF FOCUS

- Team event
- Explore best practices in teaching used by teachers within your school or district
- Create a video presentation to portray your observations
- Use creativity and original ideas when creating your video
- Work collaboratively as a team
- Showcase what your own school or district is doing in the classroom

PREPARATION TIPS

- Observe in a variety of classrooms, subject areas and grade levels
- Display your experiences during observations, as well as personal opinions on best practices used by teachers, in your video
- Have a video credits page citing any source media used and the editing program used
- Have a title screen including the title of your competition, student names & grades, competition name and school
- Use QuickTime or MP4 format for your final product
- Preview your final video before submission to ensure it is clearly audible at all parts and it is free of technical problems

RESEARCH

The following are research resources that may be helpful concerning your topic:

- Your school or district website, to give any background or supporting details on your school/district
- Online articles regarding research proven best practices to support the best practices you choose

INSIDE OUR SCHOOL COMPETITION

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	No

PURPOSE

The purpose of the Inside Our School competition is to allow FEA chapter members to explore best practices in teaching within their school or school district. The competition also provides an opportunity to document the practices in a presentation by working collaboratively on a project. The video should appeal to students who are interested in the field of education.

GENERAL INFORMATION

- At least two (2) student representatives who participated in creating the video must be registered and present at the conference
- DVD entries must be **four-five (4-5) minutes**. The video must include student names and grades, school, competition name and title of project
- The video should include the following: students actively engaged in learning, why this best practice was selected for this project and show final student outcomes of the lesson (for example, this could include a final product or student interviews)
- All students and teachers being filmed should sign a release form to allow the Arizona FEA to use the DVD for educational and promotional purposes
- Students should follow the following technical guidelines:
 - Video must be in a digital format (MP4 or QuickTime)
 - Voiceovers in video must be audible
 - Title screen of video must include: student names, grades, school, competition name and video title
 - List the editing program (iMovie, MovieMaker, Final Cut Pro, etc.) in the video credits used to assemble your video
 - All source media must be cited in video credits
 - Written permissions for copyrighted material must be obtained to show video at FEA State Conference and to post video on the FEA Website
 - All permissions obtained to use copyrighted material in video must be cited in video credits and original permission documents must be scanned or copied and included with archived material on DVD
 - Organize and archive all source media and materials on DVD so they may be accessed later

SUBMISSION INFORMATION

- Complete and submit your ECAP, Resume & Interview with conference registration, submit video on DVD and label DVD with student names and grades, school, competition name, title of project and date. Enter your video on YouTube and send the link when you register your team and enter the competition at: Download video on YouTube and submit the link at the time of registration at:
www.azed.gov/career-technical-education/fea *(go to Competition Guidelines)*

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy
	1.2	Recognize the factors that contribute to an effective school
STANDARD	5.0	Explain the roles of support service personnel in schools

	5.1	Describe the roles of certified support personnel (e.g., guidance and counseling, psychological services, librarians/media specialists, technology support, healthcare providers, etc.)
	5.2	Describe the roles of classified support personnel (e.g., food service workers, facility maintenance workers, transportation personnel, teacher aides, after-school program personnel, etc.) Describe the role of community resources in and out of the school to provide student assistance
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.3	Identify the characteristics of the effective teacher and paraprofessional
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
	8.4	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.1	Identify the relationship between effective instructional strategies and classroom management
STANDARD	11.0	Identify instructional methods for student learning
	11.1	Investigate various methods of instruction
	11.2	Identify teaching methods that accommodate various learning styles
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments
STANDARD	12.0	Create a lesson plan and related activities to meet the needs of learners
	12.4	Conduct a reflective evaluation of the implemented lesson plan
STANDARD	13.0	Apply technology for instruction and management
	13.1	Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs
	13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines.

- Judges' comments will be provided to students and advisors upon request after the conclusion of the conference
- Content: How does the presentation illustrate students actively engaged in learning, discuss why this best practice was selected for this project and show the final student outcomes of the lesson?
- Creativity: Does the video convey information in a manner that is unique, appealing to students and holds the viewer's attention?
- Technology: Does the presentation play smoothly without technical problems?
- Complete and submit your ECAP, Resume & Interview with conference registration (**10%** of total score. ALL team members scores will be added and averaged for the final score)

INSIDE OUR SCHOOL SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
SUBMITTED MATERIALS		
Followed all guidelines		
Use of live media & DVD is under five (5) minutes – deduct one (1) point for every ten (10) seconds over five (5) minutes		
School, chapter, city credits identified		
Identified and showcased best practice program in school		
Video appeals to students interested in the field of education		
All participants are identified on the video		
Best practice is identified and explained in video		
DVD CONTENT		
Ideas are meaningful & important		
Content is clear & chronological		
Creative & original		
Best practices demonstrated		
Student outcomes demonstrated		
Presentation was unique & appealing		
Titles and teacher identities are clearly identified and labeled		
Video audio matches with the visual picture and is clear		
Video is formatted in .mp4 or QuickTime		
Video was entered on YouTube and link sent in with competition registration		
All permissions and copyrights were obtained and cited on video		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

INSTRUCTIONAL TECHNOLOGY LESSON COMPETITION

COMPETITION READINESS

AREAS OF FOCUS

- The topic is clearly defined and developed
- Ideas are creative and innovative
- Technology use is appropriate for developmental level of student audience
- Presentation of the lesson captures students' attention
- Use of proper grammar
- Clear and concise instructional lesson delivery
- Energy and enthusiasm is evident throughout the lesson
- Proper body posture and eye contact is demonstrated throughout the presentation of the lesson
- Content of lesson and instructional technology use meets competition guidelines

COMPETITION GUIDELINES

- Decision will be made by the student concerning the topic of this lesson
- Decision will be made by the student as to what educational level they will be teaching
- Student will create a timeline to serve as a guide through this process
- A decision will be made by the student as to what appropriate technologies might be used to present this lesson
- Student will ensure that all technologies used during this event are compatible with existing equipment

THE FOLLOWING TECHNOLOGY RESOURCES MAY BE CONSIDERED FOR THIS LESSON

- Camcorders
- PowerPoint
- Smart Board
- Document Cameras
- Digital Cameras
- Internet Video Resources
- Cell phone Response Programs
- Webcams

AFTER RESEARCHING THIS TOPIC AND COMPILING THE INFORMATION THE CONTESTANT WILL

- Develop lesson objectives
- Develop engaging student based activities
- Create appropriate materials adapted to the prescribed time-frame of the lesson
- Create assessments and materials to evaluate lesson outcome
- Create an electronic version of the lesson
- Create a ten (10) minute video that captures the entire lesson
- Include examples of direct teaching methods
- Create a story board of the lesson

INSTRUCTIONAL TECHNOLOGY LESSON COMPETITION

Entry Per School	2
Type of Event	Individual
State Competition	Yes
National Competition	No

PURPOSE

The purpose of the Instructional Technology Lesson competition is to design and deliver a ten (10) minute lesson in a classroom setting incorporating technology dealing with one (1) of four (4) subjects (math, science, literature or special education).

GENERAL INFORMATION

- The lesson must include these components: objective, practice activity, monitoring, checking for understanding and outcome
- The lesson will be no more than ten (10) minutes in length
- The lesson plan must be double-spaced using 12 pt. font size
- The lesson will be delivered to a classroom of students between the grades of K-9th grade
- The lesson must be recorded in a video format and submitted on DVD. Video must include student names and grades, school, competition name and title of project
- Students should follow the following technical guidelines:
 - Video must be in a digital format (MP4 or QuickTime)
 - Voiceovers in video must be audible
 - Title screen of video must include student names and grades, school, competition name, title video
 - All source media must be cited in video credits
 - Written permissions for copyrighted material must be obtained to show video at FEA State Conference and to post video on the FEA website
 - All permissions obtained to use copyrighted material in video must be cited in video credits and original permission documents must be scanned or copied and included with archived material on DVD
 - Organize and archive all source media and materials on DVD so they may be accessed later

SUBMISSION INFORMATION

- Complete and submit your ECAP, Resume & Interview with conference registration
- Submit copy of lesson plan with the name of the student teacher, classroom teacher name and date lesson was performed, title of lesson, objective of lesson, description of practice activities and desired outcomes of lesson
- A panel of judges will review lesson plan and video of the lesson
- Submit video on DVD and label DVD with student names and grades, school, competition name, title of project and date. Enter your video on YouTube and send the link when you register your team and enter the competition at: Download video on YouTube and submit the link at the time of registration at:
www.azed.gov/career-technical-education/fea (go to Competition Guidelines)

PROGRAM STANDARDS

STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.1	Examine the instructional and supervisory roles of paraprofessionals
	6.2	Examine instructional and supervisory roles of teachers

	6.3	Identify the characteristics of the effective teacher and paraprofessional
	6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	7.0	Comprehend the issues related to exceptional learners
	7.1	Explain the criteria and definitions related to exceptional learners, including children with disabilities and children who are gifted
	7.2	Comprehend the use of developmentally appropriate instructional interventions for cognitive, motor, self-help, social and language activities
	7.5	Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student's goals
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
	8.3	Identify the needs of multiple-language learners
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.1	Identify the relationship between effective instructional strategies and classroom management
	9.2	Identify discipline strategies needed in various classroom situations
	9.3	Analyze the relationship of instructional strategies, learning objectives and learner involvement and their impact on student behaviors
STANDARD	11.0	Identify instructional methods for student learning
	11.1	Investigate various methods of instruction
	11.2	Identify teaching methods that accommodate various learning styles
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments
	11.4	Identify different assessment techniques for feedback to students and/or guiding instruction
STANDARD	12.0	Create a lesson plan and related activities to meet the needs of learners
	12.1	Develop objectives that are aligned with state and district standards
	12.2	Integrate the components of a lesson plan with activities and instructional materials
	12.3	Implement a lesson and a planned learning activity
	12.4	Conduct a reflective evaluation of the implemented lesson plan
STANDARD	13.0	Apply technology for instruction and management
	13.1	Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs
	13.2	Investigate a new technology application that can be used to improve teaching and/or learning

- 13.3 Identify digital resources that help teachers in planning instruction, classroom management and communication
- 13.4 Apply knowledge and skills of technology to integrate content areas with interactive student learning activities
- 13.5 Integrate technology relevant to lesson planning, teaching and classroom management and assessment
- 13.6 Identify the ways that virtual cyber learning may impact the future of education

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines.

- Complete and submit your ECAP, Resume & Interview with conference registration. ALL Team members' scores will be added and averaged for their final score = **10%** of total score

INSTRUCTIONAL TECHNOLOGY LESSON SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
SUBMITTED MATERIALS	
Followed all guidelines; School, chapter, city credits identified	
Lesson plan submitted with DVD	
DVD is under ten (10) minutes – deduct one (1) point for every ten (10) seconds over ten (10) minutes	
Teacher dress was professional	
Submitted video link from YouTube for video	
LESSON CONTENT	
Lesson objective clearly stated	
Lesson was organized with good use of time & materials	
Delivery was clear & enthusiastic	
Students were involved & active	
Excellent classroom management	
Monitored & adjusted to student learning	
Best practice demonstrated	
Creative & original	
Student outcomes demonstrated	
Pre & post assessments evident	
TECHNOLOGY	
Multiple uses of technology in lesson	
Technology was age appropriate	
Technology helped meet lesson objective	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

JOB APPLICATION

COMPETITION READINESS

AREAS OF FOCUS

- Individual event
- Job application and resume must be typed using 12 pt. font
- Job application must be the application received in the competition packet
- Resume must not exceed two (2) pages
- Resume should include all information relevant to teaching, including any leadership roles
- Resume should include work experience and/or volunteer experience
- Position desired (Elementary, High School, Special Ed, etc.) must be indicated
- Interview will be conducted at the competition
- Interview questions will be focused on your teacher preparation and skills needed
- Dress professionally

PREPARATION TIPS

- Don't leave any blanks on your application; if something doesn't apply, use a dash or N/A
- If using personal interest information, be sure to limit it to interests dealing with teaching or working with students
- Be sure to spell check your documents and use proper capitalization and punctuation
- You must have three (3) complete references
- Your resume should have brief statements - not wordy paragraphs; describe with examples when possible (not just "dependable" - *ex: I have never missed a shift in two (2) years working for...*)
- Show dates of volunteer work, athletic and/or scholastic accomplishments
- Use a clear font for the resume
- Be sure that your contact information is professional - *ex: your voicemail recording is proper; your email address is proper*
- Be prepared for common interview questions - *ex: "Tell me about yourself"*
- Be brief but thorough with your answers
- Be careful using slang; check your grammar
- Know that it is acceptable to ask for a question to be repeated if you do not understand what is being asked
- Have some questions for the interviewer
- Show your passion for teaching in your interview - *ex: what you accomplished in field experience*
- Pay careful attention to your body language - your posture; make good eye contact; have a firm handshake; use your smile!
- Before the interview, check your hair, clothing and overall appearance
- Be confident in yourself

PREPARE (ROLE PLAY) WITH FAMILY, YOUR TEACHER, YOUR FRIENDS BEFORE YOU GO TO THE COMPETITION

JOB APPLICATION COMPETITION

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	Yes

Program Standards: 1.1, 1.2, 1.3, 2.2, 3.2, 3.3, 3.5, 4.2, 4.3, 4.4, 5.2, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3, 10.2, 11.1, 11.2, 11.3, 11.4, 13.3

PURPOSE

The purpose of the application, resume and interview competition is to provide students the opportunity to develop their cover letter and resume writing skills as well as job applying and interviewing skills for future teaching positions. In this competition, entrants apply for one (1) of two (2) positions in the education field. These include submitting a cover letter explaining why the entrant is a good candidate for the position as well as submitting a resume that details relevant work, volunteer and educational experiences.

GENERAL INFORMATION

Judges will review the cover letters, resumes and applications. Just like any job application process, they will select the top ten (10) applicants from two (2) positions. The two (2) position options are: Classroom Teacher Assistant and Teacher (Grade 6 self-contained). The finalists will be notified prior to the state conference and will be interviewed at the FEA State Competitions. The job application included in this packet is to be submitted with a cover letter & resume by February 1 with FEA State Conference & Competitions registration. Entries must be postmarked no later than February 1.

The Interview will be conducted like any standard job interview. The judges will act as the school's hiring committee. The interview will last approximately fifteen (15) minutes. The same questions will be asked of all candidates related to their preparation and skills related to their chosen teaching pathway. A scheduled time will be assigned and provided to the chapter advisor prior to the conference competitions.

The Cover Letter must identify the position for which they are applying. It should complement, not duplicate, the resume and explain the reasons for the entrant's interest in the position and school. The letter should identify his/ her most relevant skills and experience and express a high level of interest and knowledge about the position. The cover letter must follow a standard cover letter format, including the return address of the entrant, date, complete name, address, title of recipient, a salutation, the body of the letter and a closing. It should be typed in English using 12 pt. font and is not to exceed one (1) page.

The Resume must not exceed two (2) pages and include information about leadership roles, experience, & preparation relevant to teaching and will be skills based with relevant job and volunteer experience, education and leadership roles. The resume should be clear and concise. Bullet points should be used to highlight strengths, accomplishments and specific experiences. The resume should include at least two (2) references.

- Job application and resume must be typed using a 12 pt. font
- All information must be accurate and supported. Information should not be fabricated
- ECAP, Resume & Interview will count for fifteen 15% of total score
- Pre-Qualifier online will count for ten 10% of total score
- Job application and cover letter will count for 20% of total score
- Resume will count for 20% of total score
- Interview will count for 35% of total score
- Interview will be approximately fifteen (15) minutes

SUBMISSION INFORMATION

- Complete ECAP, Resume & Interview prior to entry deadline and submit a copy with registration
- Submit job application, cover letter and resume for review on or before entry deadline
- All competition materials (resume, cover letter, application) must be submitted online at: www.azed.gov/career-technical-education/fea (**go to Competition Guidelines**)
- Top ten (10) applicants will be selected and notified to interview at the competition two (2) weeks prior to the event
- Interview will be conducted at the FEA State Competition by a panel of judges
- Students must be professionally dressed for interview

Scoring Guidelines: See the scoring rubric for specific scoring items and guidelines

RESUME GUIDELINES

- All information should be accurate and supported; information should not be fabricated

THE FUNCTIONAL RESUME (PREFERRED)

The Functional Resume will generally follow this type of pattern:

- Name and address header
- Opening headline, objective or occupational title
- Summary of qualifications
- Experience highlights
- Work/employment history
- Education and specific computer, software or equipment skills or training

Breakdown: The functional resume format uses a summary introduction section followed by a detailed description of the job seeker's **skills and expertise in specific functional areas**. This "functional" section serves as the main area of content. Work history will be listed below, usually in reverse chronological order. Work history is represented as a simple listing and does not include descriptions of the job. Education and other sections are listed below.

THE CHRONOLOGICAL OR REVERSE-CHRONOLOGICAL RESUME

The chronological resume (also referred to as reverse-chronological) format is by far the most common resume layout in use. In using this format, the main body of the document becomes the Professional Experience section starting from the most recent experience going chronologically backwards through a succession of previous experience. This resume works to build credibility through experience gained while illustrating career growth over time.

Individuals with any of these conditions may effectively consider a chronological resume:

- A successive career background in the field of similar distinction to the next job being sought after
- Someone with limited work history, however, gaining experience in areas of competency applicable to the sought position through some previous work
- Job seekers with a steady track record without significant lapses in employment

The outline for a chronological or reverse-chronological resume will generally follow this type of pattern:

- Name and Address Header
- Opening Headline, Objective or Occupational Title

- A brief Summary of Qualifications
- Professional Experience as main body of the document
- Education and specific Computer, Software or Equipment Skills or Training

Breakdown: This resume format starts with a brief summary or objective section. Qualification highlights sections are optional and are considered to be part of the summary section. Experience is then listed to follow the summary. Job descriptions are listed in reverse chronological order starting from most recent experience to least recent experience. The education section is next and then can be followed with additional sections such as: Publications, Professional Affiliations, Awards, Honors, Volunteer Work, etc.

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy
	1.1	Explain the role of education in the economy: local, state, national and international
	1.2	Recognize the factors that contribute to an effective school
	1.3	Compare/contrast the financial advantages/disadvantages of public, charter and private educational institutions
STANDARD	2.0	Recognize the financial policies and procedures of a school district explain how taxes impact the school district's ability to meet objectives and state and federal mandate
STANDARD	3.0	Understand the history and structure of education in the United States
	3.2	Identify major philosophies of education
	3.3	Identify the roles of state and federal government in education
	3.5	Examine current educational issues
STANDARD	4.0	Understand the roles of the governing board and the administration in relation to schools
	4.2	Describe how schools carry out the governing boards' policies and meet state mandates
	4.3	Explain the roles and responsibilities of district and building administrators
	4.4	Explain the role of the district superintendent and his/her school administration and the board
STANDARD	5.0	Explain the roles of support service personnel in schools
	5.2	Describe the roles of classified support personnel (e.g., food service workers, facility maintenance workers, transportation personnel, teacher aides, after-school program personnel, etc.)
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.1	Examine the instructional and supervisory roles of paraprofessionals
	6.2	Examine instructional and supervisory roles for of teachers
	6.3	Identify the characteristics of the effective teacher and paraprofessional
	6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	7.0	Comprehend the issues related to exceptional learners

	7.1	Explain the criteria and definitions related to exceptional learners, including children with disabilities and children who are gifted
	7.2	Comprehend the use of developmentally appropriate instructional interventions for cognitive, motor, self-help, social and language activities
	7.3	Identify the components of an Individual Education Plan (IEP) including medical needs, student goals, present level of development, etc.
	7.4	Identify the legal responsibilities associated with student Individual Education Plans
	7.5	Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student's goals
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
	8.3	Identify the needs of multiple-language learners
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.1	Identify the relationship between effective instructional strategies and classroom management
	9.2	Identify discipline strategies needed in various classroom situations
	9.3	Analyze the relationship of instructional strategies, learning objectives and learner involvement and their impact on student behaviors
STANDARD	10.0	Comprehend the stages of human development and their impact on learning and the classroom recognize cognitive development from birth through adolescence
STANDARD	11.0	Identify instructional methods for student learning
	11.1	Investigate various methods of instruction
	11.2	Identify teaching methods that accommodate various learning styles
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments
	11.4	Identify different assessment techniques for feedback to students and/or guiding instruction
STANDARD	13.0	Apply technology for instruction and management
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication

JOB DESCRIPTION #1

Title: Teacher Assistant

Position Type: Part-time

Positions Available: 1

Qualifications:

1. Some teacher preparation coursework at the high school level
2. A proven ability to work in a polite and friendly manner with many different publics
3. Must have strong communication and organization skills and be able to work with others

Job Goal:

Greenway Middle School is seeking a classroom teacher assistant. Candidates should be able to assist in creating a flexible program appropriate for 7th grade students and a class environment favorable to learning and personal growth.

Candidates will be responsible for establishing effective relationships with students and motivating students to develop skills, attitudes and knowledge needed to provide a good foundation for high school education. Candidates will also be responsible for establishing good relationships with parents and other staff members.

Performance responsibilities (include but are not limited to):

1. Assist classroom teacher with instruction of reading, language arts, social studies, mathematics, science, health or other assigned subjects, using the curriculum adopted by the school committee as well as other appropriate learning activities
2. Help develop lesson plans and instructional materials
3. Assist with individualized and small group instruction to adapt the coursework to the needs of each student
4. Help translate lesson plans into learning experiences
5. Help establish and maintain standards of student behavior, creating a positive class atmosphere that promotes learning
6. Assist in evaluating students' academic and social growth by keeping appropriate records and preparing progress reports
7. Help communicate with parents/keep parents aware of student's progress by participating in parent-teacher conferences as well as other means of communication
8. Help identify student needs and cooperate with other professional staff members in assessing and helping pupils solve health, attitude and learning problems
9. Help create an effective environment for learning through functional and attractive displays, bulletin boards and interest centers
10. Help supervise students in out-of-classroom activities during the assigned working day as appropriate
11. Help administer group standardized tests in accordance with district testing program
12. Perform such other tasks and assumes such other responsibilities as may from time to time be assigned by the classroom teacher and/or principal

Please send application materials to:

Greenway Middle School

Gr

Attn: Principal Gerry Corcoran
1535 W. Jefferson St. Bin # 42
Phoenix, AZ 85007

JOB DESCRIPTION #2

Title: Teacher

Position Type: Full-time

Positions Available: 1

Qualifications:

1. Some teacher preparation coursework at the college level
2. A proven ability to work in a polite and friendly manner with many different publics
3. Must have strong communication and organization skills and be able to work with others

Job Goal:

Mesa Middle School is seeking a teacher for a 6th grade self-contained class. Candidates should be able to demonstrate a strong knowledge of all core subjects, including English/reading/language arts, mathematics, science, geography and history. Candidates should have a practical understanding of preteens and be prepared to work collaboratively in a professional learning community. Candidates will be responsible for developing effective lesson plans, sharing best practices, ensuring student mastery of standards, communicating expectations consistently and providing the necessary supports to help students succeed. The goal of the teacher is to help students learn subject matter and skills that will contribute to their development as mature, knowledgeable and responsible men and women.

Performance Responsibilities (include but are not limited to):

1. Planning a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
2. Develop lesson plans and instructional materials that use a variety of instructional techniques and instructional technology
3. Engage in individualized and small group instruction in order to adapt the coursework to the needs of each student
4. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students
5. Help establish and maintain standards of student behavior, maintaining order in the classroom in a fair and just manner
6. Assess and document the accomplishments of students on a regular basis and preparing progress reports
7. Establish and maintain open lines of communication with students, colleagues and parents concerning both the broad academic and behavioral progress of students
8. Identify student needs and cooperate with other professional staff members in assessing and helping pupils solve health, attitude and learning problems
9. Administer group standardized tests in accordance with district testing program
10. Perform other tasks and assume other responsibilities from time to time as assigned by the principal

Please send application materials to:

Mesa Middle School
Attn: Principal Gerry Corcoran
1535 W. Jefferson St. Bin # 42
Phoenix, AZ 85007

JOB APPLICATION

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

School: _____ Advisor: _____

FUTURE TEACHING POSITION DESIRED (SELECT ONE):

Early Childhood ☐ Elementary ☐ Middle School ☐ High School ☐ Special Education ☐

What subjects would you like to teach?

What extracurricular activities or sports would you sponsor or coach?

What school activities would you be willing to supervise?

EDUCATION

High School:

Years Attended:

GPA:

Leadership Experience - List leadership positions you have held at school, church, community:

List any activities or events you have planned or supervised:

Interests / Activities - List school, church/religious/worship, community organizations in which you participate:

Personal - List /hobbies you enjoy:

Teaching Experience - List your student teaching experience including grade level, number of hours/days and activities you were responsible for supervising or teaching:

Qualifications - List specific skills you have relevant to teaching:

Education Philosophy - What is your education philosophy and identify one (1) way you will influence education for the future:

Additional Comments & Qualifications:

THREE (3) PROFESSIONAL REFERENCES

1. Name: _____ Relationship: _____
Contact #: _____

2. Name: _____ Relationship: _____
Contact #: _____

3. Name: _____ Relationship: _____
Contact #: _____

ATTACH RESUME

ATTACH TWO (2) LETTERS OF RECOMMENDATION

JOB APPLICATION SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
APPLICATION / COVER LETTER (25%)		
Application followed all guidelines and has proper grammar & spelling		
Cover letter includes all required components and clearly highlights relevant skills and experiences, creating a compelling argument for why they are a good choice for the position		
Application creates much interest and Cover letter compliments the resume without duplicating it		
Cover letter clearly explains the reason for their interest in the position		
Cover letter and resume submitted online		
RESUME (25%)		
Resume is free of grammar, punctuation and spelling errors		
Resume follows standard resume format and does not exceed two (2) pages		
Information is relevant & thorough with job, volunteer, educational experiences and leadership roles clearly identified		
At least two (2) references are included		
Resume creates much interest in the candidate		
INTERVIEW (40%)		
Teacher dress was professional		
Delivery was clear & enthusiastic		
Candidate is confident and stays on topic		
Candidate communicates effectively with appropriate gestures and body language including eye contact		
Candidate is exceptionally prepared and has exceptional interview skills		
Candidate demonstrates confidence, sincerity and enthusiasm for teaching		
Candidate demonstrates extensive knowledge of the position and creates a compelling case for why they are a good fit for the position		
Answers to questions are exceptional and asks relevant questions i.e. "What opportunities are available for professional development?"		
ECAP, RESUME & INTERVIEW (10%)		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

LESSON PLANNING & DELIVERY

COMPETITION READINESS

AREAS OF FOCUS

- Individual event
- Focus is planning, preparing and delivering a lesson plan to a classroom of students
- Must submit written lesson plan with self-reflection and video of lesson delivery
- Must have clearly stated objectives, activities and outcomes
- Video must be ten (10) minutes in length
- Entrant must be in professional dress while delivering/filming lesson plan

PREPARATION TIPS

- Video to be in .mp4 or .fly format
- Grade level and subject of lesson is the entrant's choice
- Lesson plan should incorporate best practice techniques
- Delivery of lesson should demonstrate actively engaged students and evidence of good classroom management
- Your self-reflection needs to describe how you felt your lesson went, how to improve and what you learned from your experience
- Be flexible in your delivery and be willing to adjust your teaching if the students are not understanding the content
- Edit your delivery footage into a ten (10) minute video that includes all aspects of your lesson: pre-assessment, new content, activities, outcomes and post-assessment
- Be professional in your planning, delivery and post-delivery reflection

RESEARCH

The following are research resources that may be helpful concerning your topic:

- Online educational database (research best practices / lesson planning)
- Educational Resources Information Center (ERIC): <http://www.eric.ed.gov/>
- School/district website of classroom that you will be presenting your lesson in to get insight into school procedures

LESSON PLANNING & DELIVERY

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	Yes

CONTEST PURPOSE

Planning, preparing and delivering effective lessons are critical skills all educators must perfect. This competition challenges future educators to plan and deliver a lesson of their choosing to an actual classroom of students. Self-reflection following the lesson is an essential component of this competition as future educators begin the practice of honing their own teaching skills.

This competition is cross walked with the following Education and Training Career Cluster Knowledge and Skill

ELIGIBILITY FOR ENTRY

- All competition materials must be submitted by the **LAST FRIDAY IN JANUARY**
- Students must be registered for the FEA State Conference by the **LAST FRIDAY IN JANUARY** and be present at the conference

COMPETITION GUIDELINES

There are two (2) components to this competition: the written lesson plan and a ten (10) minute video.

1. Lesson Plan: A written lesson plan and self-reflection
 - The lesson plan must be submitted along with the ten (10) minute video (described below). The entrant should be prepared to provide his or her name, the name of the classroom teacher and the school where the lesson was taught, the grade level and subject, date lesson was performed, title of lesson, objective of lesson, description of practice activities, desired outcomes of the lesson and a reflection of the lesson following its delivery. The reflection should include what the entrant felt went well, how to improve and what was learned from the experience that will help him or her become a better teacher
 - The lesson content and grade level is the entrant's decision
2. Lesson Delivery: A ten (10) minute video
 - The lesson must be delivered to an actual classroom of students
 - The entrant must film himself or herself delivering the lesson
 - A ten (10) minute video of the lesson must be submitted along with the lesson plan. Do not exceed the ten (10) minute length. ***Only the first ten (10) minutes of the video will be judged***
 - Given that most lesson plans take longer than ten (10) minutes, your video should be edited to include compilation of various parts of your lesson
 - The video file **must** be in either an .mp4 or .fly format
 - Submit video at:
www.azed.gov/career-technical-education/fea ***(go to Competition Guidelines)***

JUDGING AND SCORING

- The judges' decisions are final
- Scoring is based on the Lesson Planning and Delivery rubric
- Entries will be scored by categories: High School and College
- Complete and submit your ECAP, Resume & Interview with conference registration (10% of total score)

PROGRAM STANDARDS

STANDARD	7.0	Comprehend the issues related to exceptional learners
	7.2	Comprehend the use of developmentally appropriate instructional interventions for cognitive, motor, self-help, social and language activities
	7.5	Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student's goals
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
	8.3	Identify the needs of multiple-language learners
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.1	Identify the relationship between effective instructional strategies and classroom management
	9.2	Identify discipline strategies needed in various classroom situations
	9.3	Analyze the relationship of instructional strategies, learning objectives and learner involvement and their impact on student behaviors
STANDARD	11.0	Identify instructional methods for student learning
	11.1	Investigate various methods of instruction
	11.2	Identify teaching methods that accommodate various learning styles
	11.4	Identify different assessment techniques for feedback to students and/or guiding instruction
STANDARD	12.0	Create a lesson plan and related activities to meet the needs of learners
	12.1	Develop objectives that are aligned with state and district standards
	12.2	Integrate the components of a lesson plan with activities and instructional materials
	12.3	Implement a lesson and a planned learning activity
	12.4	Conduct a reflective evaluation of the implemented lesson plan
STANDARD	13.0	Apply technology for instruction and management
	13.1	Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs
	13.2	Investigate a new technology application that can be used to improve teaching and/or learning
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication
	13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities
	13.5	Integrate technology relevant to lesson planning, teaching and classroom management and assessment

LESSON PLANNING & DELIVERY

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
SUBMITTED MATERIALS	
Followed all guidelines; School, chapter, city credits identified	
Lesson plan submitted with DVD & DVD is under ten (10) minutes – deduct one (1) point for every ten (10) seconds over time limit	
Teacher dress was professional	
Materials were submitted online	
LESSON CONTENT	
Lesson objective clearly stated	
The lesson followed the content of the lesson plan	
Organized with good use of time & materials	
Delivery was clear & enthusiastic	
Students were involved & active	
Instructional strategies were used to enhance the lesson	
Excellent classroom management	
Monitored & adjusted to student learning	
Best practice demonstrated; Creative & original	
Student outcomes demonstrated	
The reflection is an analysis of how effectively the lesson planning and delivery experience contributed to the student's understanding of teaching	
Lesson is appropriate for students in the selected grade level	
The lesson followed the content of the lesson plan	
Pre & post assessments evident	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

FEA CHAPTER PROGRAM OF ACTIVITIES AWARD

Entry Per School	1
Type of Event	Chapter
State Competition	Yes
National Competition	No

Program Standards: 5.3, 6.4, 8.4, 9.1, 12.1, 12.4

PURPOSE

The purpose of the Program of Activities Award is designed to recognize outstanding performance from Arizona FEA chapters for the school year. The emphasis is on integrating FEA activities into classroom curriculum to meet state standards.

GENERAL INFORMATION

- There are three (3) levels of recognition - Gold - Silver - Bronze
- Activities can be conducted from the Purpose
- All activities will be listed on the official Program of Activities Sheet accompanied by a brief report summary of each activity (paragraph)
- There will be recognition for all level winners at the FEA State Conference

SUBMISSION INFORMATION

- Submit typed Program of Activities Sheet & supporting documents with verifications

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines.

PROGRAM STANDARDS

STANDARD	5.0	Explain the roles of support service personnel in schools
	5.3	Describe the role of community resources in and out of the school to provide student assistance
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals; evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.4	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.1	Identify the relationship between effective instructional strategies and classroom management
STANDARD	12.0	Create a lesson plan and related activities to meet the needs of learners; develop objectives that are aligned with state and district standards
	12.4	Conduct a reflective evaluation of the implemented lesson plan
STANDARD	13.0	Apply technology for instruction and management
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication

13.4APPLY KNOWLEDGE AND SKILLS OF TECHNOLOGY TO INTEGRATE CONTENT AREAS WITH INTERACTIVE STUDENT LEARNING ACTIVITIES

FEA CHAPTER PROGRAM OF ACTIVITIES AWARD

SCORING RUBRIC

BRONZE Receives Certificate of Recognition and Bronze medal – must have a minimum of 100 points to qualify

Total Points: 100 Points

- Participate in at least one (1) service project **10 points**
- Increase your Chapter membership by at least 5% **10 points**
- Participate in the State Chapter Officer Training **15 points**
- Attend at least one (1) FEA State Conference **15 points**
- Compete in at least five (5) FEA State Competitions **5 points**
- Organize at least one (1) local chapter activity **5 points**
- Hold at least one (1) fundraiser **10 points**
- Chapter Affiliation Member **30 points**

SILVER Receives Certificate of Recognition and Silver Medal – must have a minimum of 150 points to qualify

Total Points: 150 Points

- Participate in at least one (1) service project **10 points**
- Increase your Chapter membership by at least 10% **15 points**
- Participate in the State Chapter Officer Training fifteen **15 points**
- Submit at least one (1) applicant for an FEA State Officer position **15 points**
- Attend an FEA Regional Conference **15 points**
- Attend the FEA State Conference **15 points**
- Organize at least one (1) local chapter activity **5 points**
- Compete in at least ten (10) FEA State Competitions **10 points**
- Submits at least one (1) application for student, teacher or chapter of the year award **10 points**
- Hold at least one (1) fundraiser **10 points**
- Chapter Affiliation Member **30 points**

GOLD Receives Plaque for recognition and Gold Medal – must have a minimum of 230 points to qualify

Total Points 230 Points

- Participate in at least two (2) service projects **20 points**
- Increase your Chapter membership by at least 15% **20 points**
- Participate in the State Chapter Officer Training **15 points**
- Submit at least one (1) applicant for an FEA State Officer position **15 points**
- Attend an FEA Regional Conference fifteen **15 points**
- Attend the FEA National Conference **25 points**
- Attend the FEA State Conference fifteen **15 points**
- Make at least one (1) presentation to local school board or civic organization **10 points**
- Organize at least two (2) local chapter activities **10 points**
- Submits at least two (2) applications for student, teacher or chapter of the year awards **20 points**
- Compete in at least fifteen (15) FEA State Competitions **15 points**
- Hold at least two (2) fundraisers **20 points**
- Chapter Affiliation Member **30 points**

BONUS POINTS

- Attended additional sponsored FEA activities during the year **10 points**
- For each local activity you participate & organize through your FEA Chapter during the year **5 points**
- For each additional competition you enter **1 point**
- For each demonstrated marketing and recruiting activity **2 points**
- For each additional service project **10 points**
- For each additional fundraiser **10 points**

FEA CALENDAR

STATE

LOCAL

SEPTEMBER

Event: Chapter Officer Training
Date: September
Time: _____
Location: _____
Registration Deadline: August

Event: _____
Date: _____
Time: _____
Location: _____

OCTOBER

Event: _____
Date: _____
Time: _____
Location: _____
Registration Deadline: _____

Event: _____
Date: _____
Time: _____
Location: _____

NOVEMBER

Event: FEA Fall Leadership Conferences
Date: _____
Time: _____
Location: _____

Event: _____
Date: _____
Time: _____
Location: _____

DECEMBER

Event: _____
Date: _____
Time: _____
Location: _____

Event: _____
Date: _____
Time: _____
Location: _____

JANUARY

Event: _____
Date: _____
Time: _____
Location: _____

Event: _____
Date: _____
Time: _____
Location: _____

FEBRUARY

Event: _____
Date: _____
Time: _____
Location: _____
Registration Deadline: _____

Event: _____
Date: _____
Time: _____
Location: _____

MARCH

Event: FEA State Conference
Date: _____
Time: _____
Location: _____

Event: _____
Date: _____
Time: _____
Location: _____

STATE

LOCAL

APRIL

Event: FEA National Conference

Event: _____

Date: _____

Date: _____

Time: _____

Time: _____

Location: _____

Location: _____

MAY

Event: _____

Event: _____

Date: _____

Date: _____

Time: _____

Time: _____

Location: _____

Location: _____

JUNE

Event: _____

Event: _____

Date: _____

Date: _____

Time: _____

Time: _____

Location: _____

Location: _____

OTHER EVENTS:

Identify Activities - What activities and events will your FEA provide this year? This may take coordination with your advisor, administration and facilities. Make sure you get your dates on the school calendar early. These activities should line up with your FEA / Education Professions State Standards and Mission of FEA.

Set Dates - Check with other student organizations to avoid as many conflicts as possible. Also, check with the athletic schedules to see when the least scheduling conflicts occur. Publicize your calendar with the school office and staff to let them know when activities will be planned. This may take arranging transportation for off-campus activities. There are specific district and school policies you need to become aware of to make sure you have met all of their guidelines.

Deadlines - Be aware of registration deadlines for conferences and plan ahead. Early is better to get your registrations and entries in. Do not wait until the last day to get started. Identify a leader who can stay on top of the registrations, medical release forms and permission slips for those who are going to attend.

Advertise & Publicize your Event in Advance - Make sure your audience is aware of what you are doing and when you are doing it. The more media systems you use, the better your chances of meeting your desired outcomes for the event or activity. Submit a Copy of Your FEA Chapter Calendar to the State FEA Office - they can help in promoting your event or activity and can be a valuable asset. Invite them to attend!

FEA PROGRAM OF ACTIVITIES

SCHOOL _____ ADVISOR _____

OBJECTIVE _____

CONTACT INFO _____

OFFICERS TITLE

1. _____
2. _____
3. _____
4. _____

GOALS

1. _____
2. _____
3. _____
4. _____

PRESENTATIONS

ORGANIZATION	PRESENTERS	DATE	TIME
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

CHAPTER MEMBERS

1	_____	16	_____	31	_____
2	_____	17	_____	32	_____
3	_____	18	_____	33	_____
4	_____	19	_____	34	_____
5	_____	20	_____	35	_____
6	_____	21	_____	36	_____
7	_____	22	_____	37	_____
8	_____	23	_____	38	_____
9	_____	24	_____	39	_____
10	_____	25	_____	40	_____
11	_____	26	_____	41	_____
12	_____	27	_____	42	_____
13	_____	28	_____	43	_____
14	_____	29	_____	44	_____
15	_____	30	_____	45	_____

RECRUITING PLAN

ACTIVITY REPORT SUMMARIES

NAME _____ DATE _____
LOCATION _____

BRIEF DESCRIPTION

1. _____
2. _____
3. _____
4. _____

ACTIVITY REPORT SUMMARIES

NAME _____ DATE _____
LOCATION _____

BRIEF DESCRIPTION

1. _____
2. _____
3. _____
4. _____

ACTIVITY REPORT SUMMARIES

NAME _____ DATE _____
LOCATION _____

BRIEF DESCRIPTION

1. _____
2. _____
3. _____
4. _____

ACTIVITY REPORT SUMMARIES

NAME _____ DATE _____
LOCATION _____

BRIEF DESCRIPTION

1. _____
2. _____
3. _____
4. _____

ACTIVITY REPORT SUMMARIES

NAME _____ DATE _____
LOCATION _____

BRIEF DESCRIPTION

1. _____
2. _____
3. _____
4. _____

PROGRAM OF ACTIVITIES MULTIMEDIA PRESENTATION

COMPETITION READINESS

AREAS OF FOCUS

- Team event
- Create a multimedia presentation that illustrates your chapter's yearly activities through the use of technology
- Keep with the goals and objectives of the FEA
- Display the work your chapter has done all year that promotes academic excellence and enhances your school's education program
- Include a minimum of three (3) headings given in the following order: Chapter Profile, Chapter Activities, Fundraising Activities
- Use creativity and original ideas when creating your video
- Work collaboratively as a team
- Include artifacts, samples, pictures, etc. to demonstrate your activities
- Include captions for each individual activity with name, date and place
- Your video should be professional in appearance while remaining true to your chapter's personality

PREPARATION TIPS

- Your video should not exceed five (5) minutes
- Have a video credits page citing any source media used
- Have a title screen including the title of your project, student names & grades, competition name, school, number of new members and number of total members
- Include a brief biography (who you are as a chapter) in your Chapter Profile section
- Include at least thirteen (13) of the suggested categories under your Chapter Activities section to show a diverse amount of yearly activities for your chapter
- Feel encouraged to include anything that is NOT listed under the suggested categories if you feel it will enhance your project
- Use QuickTime or MP4 format for your final product
- Preview your final video before submission to ensure it is clearly audible at all parts and it is free of technical problems
- Give your project a self-evaluation by seeing if you can answer "yes" to the questions listed at the end of the competition guidelines

PROGRAM OF ACTIVITIES MULTIMEDIA PRESENTATION COMPETITION

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	No

PURPOSE

The purpose of the Program of Activities Multimedia Presentation competition is to document and showcase the chapter's activities for the year, serve as a recruiting tool and demonstrate use of technology.

GENERAL INFORMATION

- The multimedia presentation should highlight FEA chapter yearly activities that kept with the goals and objectives of FEA
- The multimedia presentation should demonstrate the use of technology
- Multimedia presentation must include a title screen with the following information: student names and grades, school, competition name, title of project, number of new members and number of total members

The contents should be divided into a minimum of three (3) major headings in the following sequential order:

- Chapter Profile (who are you as a club - a biographical sketch)
- Chapter Activities (can include any of the items in suggested categories below)
- **Suggested Categories:**
 - Alumni activities or alumni profiles
 - Careers in education
 - Committees
 - Current year's budget showing income, expenditures and balance
 - Installation of officers with officers' names
 - Invitations - original copy if available
 - Leadership activities
 - Newspaper clippings - include the masthead and date original copy if available
 - One sample of meeting minutes
 - Outline of yearly plan
 - Presentations to School Boards and Civic Organizations
 - Promotion and recruitment activities
 - Public news releases - original copy
 - Regional, district and/or state activities
 - Service Projects
 - School sponsored FEA activities
 - Teacher recognition/appreciation activities
 - Other items - either original or very clear copy
 - Fundraising Activities from current school year
- Activities can be conducted from the Purpose
- Multimedia presentation should not exceed five (5) minutes
- Captions must identify each activity in the multimedia presentation with date and place
- All text in multimedia presentation must be legible

Students should follow the following technical guidelines:

- Multimedia presentation must be in a digital format (MP4 or QuickTime)
- Voiceovers in presentation must be audible

- Title screen of presentation must include student names and grades, school, competition name, title video
- All source media must be cited in video credits
- Written permissions for copyrighted material must be obtained to show presentation at FEA State Conference and to post presentation on the FEA Website
- All permissions obtained to use copyrighted material in presentation must be cited in presentation credits and original permission documents must be scanned or copied and included with archived material on DVD
- Organize and archive all source media and materials on DVD so they may be accessed later
- Submit DVD to YouTube and send link for competition event to:
www.azed.gov/career-technical-education/fea *(go to Competition Guidelines)*

PROGRAM STANDARDS

STANDARD	5.0	Explain the roles of support service personnel in schools
	5.3	Describe the role of community resources in and out of the school to provide student assistance
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals; evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.4	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.1	Identify the relationship between effective instructional strategies and classroom management
STANDARD	12.0	Create a lesson plan and related activities to meet the needs of learners; develop objectives that are aligned with state and district standards
	12.4	Conduct a reflective evaluation of the implemented lesson plan
STANDARD	13.0	Apply technology for instruction and management
	13.2	Investigate a new technology application that can be used to improve teaching and/or learning
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication
	13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities

SUBMISSION INFORMATION

- Complete and submit your ECAP, Resume & Interview for all participants with conference registration
- Submit multimedia presentation on YouTube and send link to FEA for event entry

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines.

- Adherence to the Submission Information and Guidelines for this event
- Creativity and originality
- Demonstration and use of technology in presentation
- To what extent the DVD meets the chapter's FEA goals:
 - Strives to interest students in the education profession
 - Recruits future educators with diverse ethnic, racial, social and economic backgrounds
 - Promotes academic excellence and leadership responsibilities in students who are interested in teaching
 - Enhances the quality of the school's educational program through an appreciation of teaching and by contributing to the smooth operation of the school
 - Promotes a positive image of education to students, parents and the community and disseminates information about teaching
 - Encourages members to be positive role models in school, the organization and the community
- Whether the DVD demonstrates that the chapter's programs and service projects provided important services to the school and community
- Whether the DVD demonstrates that the chapter's programs helped members understand the advantages of selecting teaching as a career
- Whether the DVD shows how the chapter's programs exposed students to the education profession
- Whether the DVD is in chronological order that is easy to follow
- Complete and submit your ECAP, Resume & Interview for all participants with conference registration. ALL Team members' scores will be added and averaged for a final score worth **10%** of the total score

If I were new to FEA, would this excite me to be part of your organization? Did you capture student testimonials? Did you provide feedback from your school administration as to the importance of your program? Is the quality where you would be proud to show this at a public presentation? BE CREATIVE!!!!

PROGRAM OF ACTIVITIES MULTIMEDIA PRESENTATION

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
SUBMITTED MATERIALS	
Followed all guidelines; Use of live media	
Submitted materials on YouTube and sent link to FEA	
Uses headings for each activity	
School, chapter, city credits identified	
DVD CONTENT	
Ideas are meaningful & important	
Content is clear & chronological	
Creative & original	
Meets all six (6) FEA goals	
Alumni activities identified	
Current year's budget shows income, expenditures and balance	
Provided sample of meeting minutes	
Regional and state FEA activities are documented	
Use of live video is incorporated in the presentation	
Student testimonies are included in video	
Promotion and recruitment activities are included in video	
Service Projects are documented in video	
FEA sponsored activities on campus are identified - i.e. Teacher Appreciation, Fundraising	
DVD is under five (5) minutes - subtract one (1) point for every ten (10) seconds over time limit	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

PUBLIC SERVICE ANNOUNCEMENT

COMPETITION READINESS

AREAS OF FOCUS

- Team event
- Create a video that promotes educational careers
- Portray the joys and challenges of teaching in your video
- Use creativity and original ideas when creating your video
- Work collaboratively as a team
- Showcase some things your own chapter is doing to promote education

PREPARATION TIPS

- Your video should appear like a commercial advertising careers in the education profession
- Your video should be no more than one (1) minute in length
- Have a video credits page citing any source media used and the editing program used
- Have a title screen including the title of your competition, student names & grades, competition name and school
- Use QuickTime or MP4 format for your final product
- Preview your final video before submission to ensure it is clearly audible at all parts and it is free of technical problems
- Your video should have a WOW factor and be high quality comparable to what you would see on television

RESEARCH

The following are research resources that may be helpful concerning your topic:

- The State FEA Website to view past PSA winners
- YouTube: Watch memorable public service announcements you have seen on television
- Online articles regarding successful public service announcements; these help you grasp the use of emotion in your video

PUBLIC SERVICE ANNOUNCEMENT (PSA) COMPETITION

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	Yes

Program Standards: 1.1, 5.1, 5.2, 6.1, 6.2, 6.3, 8.2

PURPOSE

The purpose of the Public Service Announcement (PSA) competition is to provide an opportunity for FEA members to work collaboratively on a video project to promote careers in the education profession. PSA should capture the challenges and joys of teaching and make the viewer aware that those in the education profession (teachers, counselors, teacher aides, principals, superintendents, school librarians, nurses, etc.) provide an important service to the community.

GENERAL INFORMATION

- Video must be no longer than one (1) minute
- The entry should show the need to recruit people into the education profession and clearly demonstrate how your chapter is meeting this need
- Students should follow the following technical guidelines:
 - Video must be in a digital format (MP4 or QuickTime)
 - Voiceovers in video must be audible
 - Title screen of video must include student names and grades, school, competition name and title of video
 - All source media must be cited in video credits
 - Written permissions for copyrighted material must be obtained to show video at FEA State Conference and to post video on the FEA Website
 - All permissions obtained to use copyrighted material in video must be cited in presentation credits and original permission documents must be scanned or copied and included with archived material on DVD
 - Organize and archive all source media and materials on DVD so they may be accessed later
 - Submit video on YouTube and send link to FEA to submit for PSA competition

SUBMISSION INFORMATION

- Complete and submit your ECAP, Resume & Interview for all participants with conference registration
- ALL Team members' scores will be added and averaged for a final score worth **10%** of the total score
- Submit video on YouTube and label DVD with student names and grades, school, competition name, title of project and date
- Send link for PSA to:
www.azed.gov/career-technical-education/fea *(go to Competition Guidelines)*

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines.

- How well your PSA shows the chapter's efforts to promote the field of education as a rewarding, exciting career choice
- Content: The PSA is appropriate for a teenage audience, shows the value of the education profession, captures the challenges and joys of teaching and promotes careers in education
- Creativity: presented in a manner appealing to students, uniqueness, appropriate background music or narration, is attention grabbing, inspires students to enter the education profession
- Create a product that you would want to see on TV
- Does it have the "WOW" factor?

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy Explain the role of education in the economy: local, state, national and international
STANDARD	5.0	Explain the roles of support service personnel in schools
	5.1	Describe the roles of certified support personnel (e.g., guidance and counseling, psychological services, librarians/media specialists, technology support, healthcare providers, etc.)
	5.2	Describe the roles of classified support personnel (e.g., food service workers, facility maintenance workers, transportation personnel, teacher aides, after-school program personnel, etc.)
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.1	Examine the instructional and supervisory roles of paraprofessionals
	6.2	Examine instructional and supervisory roles of teachers
	6.3	Identify the characteristics of the effective teacher and paraprofessional
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
STANDARD	13.0	Apply technology for instruction and management
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication
	13.6	Identify the ways that virtual cyber learning may impact the future of education

PUBLIC SERVICE ANNOUNCEMENT (PSA) COMPETITION

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
SUBMITTED MATERIALS	
Followed all guidelines; DVD is under one (1) minute – deduct one (1) point for every five (5) seconds over time limit	
Topic clearly identified & outlined	
Written permissions for copyrighted material must be obtained	
All permissions obtained to use copyrighted material in video are cited in presentation	
Use of live media	
PSA shows the chapter's efforts to promote the field of education as a rewarding, exciting career choice	
School, chapter, city credits identified	
DVD submitted in proper format by submission deadline	
DVD submitted to YouTube link and link submitted for competition entry	
DVD CONTENT	
Ideas are meaningful & important	
The PSA is appropriate for a teenage audience	
Content is clear & chronological	
DVD is creative & original	
DVD shows the value of the education profession	
Promotes careers in education	
Story or theme clearly identifies teacher impact	
Captures challenges & joys of teaching	
Video has the "WOW" factor	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

PUBLIC SPEAKING

COMPETITION READINESS

AREAS OF FOCUS

- The topic is clearly defined and developed
- Ideas are creative and innovative
- Presentation captures audience attention
- Use of proper grammar
- Clear and concise oral delivery
- Speech consists of an Opening - Body - Closure
- Energy and enthusiasm is evident in delivery
- Proper body posture and eye contact
- Content of speech meets competition guidelines

PREPARATION TIPS

- Provide opportunities for students to practice their speeches in front of their peers during your class time
- Allow constructive feedback from the audience for the presenters in order for them to work on areas of concern
- Know your material - know more about it than you include in your speech
- Concentrate on the message - not the medium
- Know your audience - to whom will you be presenting
- Visualize yourself giving the speech
- Realize that people want you to succeed
- Your speech should represent you - don't imitate other speakers
- Incorporate creative and innovative ideas in your speech to capture the audience's attention
- Pay careful attention to body language, posture, tone and eye contact. We communicate over **90%** of our message through these
- Participants' energy & enthusiasm play a major role in grabbing the attention of the listener. Speak with **PASSION!**
- Relax
- Avoid long pauses and connecting words like "and," "ah," "ok"
- Avoid the use of slang words and use appropriate speech
- Speak clearly and enunciate words
- DO NOT read your speech word for word
- Prepare, prepare, prepare!

PUBLIC SPEAKING COMPETITION

Entry Per School	2
Type of Event	Individual
State Competition	Yes
National Competition	No

PURPOSE

The purpose of the public speaking competition is to develop qualities of leadership by combining clear thinking, written communication and conversational speaking as they address relevant educational issues in an oral presentation. The topics for the speaking contest are as follows:

- What can be done to attract, recruit and retain teachers in Arizona? What role does FEA play in this?
- What can be done to increase the quality of education in our schools? How does Business, Industry and Career & Technical Education factor into the quality of education for the future?
- What curricular areas need to be given more focus for the future and why? What curricular areas need to be added/ deleted/ changed over the next ten (10) years to equip our students for the future?

GENERAL INFORMATION

- Choose one (1) of the three (3) topics
- Speech must be four-five (4-5) minutes in length
- Innovation and creative appeal to topic area are essential

SUBMISSION INFORMATION

- Complete and submit your ECAP, Resume & Interview with conference registration
- Submit typed speech using 12 pt. font size and double-spaced
- Typed speech must contain student name, school name, title of speech and chosen topic
- Submit speech for judges' review **prior to** competitions by the last **FRIDAY in JANUARY** at: www.azed.gov/career-technical-education/fea (**go to Competition Guidelines**)
- Speech will be performed at FEA State Conference in front of a panel of judges

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines:

- Complete and submit your ECAP, Resume & Interview with conference registration - **10%** of total score

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy Explain the role of education in the economy: local, state, national and international Recognize the factors that contribute to an effective school
STANDARD	3.0	Understand the history and structure of education in the United States; examine current educational issues

STANDARD	5.0	Explain the roles of support service personnel in schools
	5.3	Describe the role of community resources in and out of the school to provide student assistance
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.3	Identify the characteristics of the effective teacher and paraprofessional
	6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
STANDARD	11.0	Identify instructional methods for student learning
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments
STANDARD	13.0	Apply technology for instruction and management
	13.1	Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs

PUBLIC SPEAKING SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
SUBMITTED MATERIALS		
Followed all guidelines		
Speech included student name, title of speech and topic		
Topic clearly identified & outlined		
Substantial research to support topic		
Speech submitted by event deadline for judges' review		
Written speech was outstanding		
Topic captivated audience and kept their attention		
PRESENTATION SKILLS		
Uses appropriate gestures, body language & posture		
Meaningful eye contact		
Fluctuates at appropriate times		
Overall impression of presentation		
Confident, enthusiastic & passionate		
Contestant answered judges' questions appropriately and satisfactory		
LANGUAGE		
Excellent grammar & pronunciation		
Articulation and grammar was professional		
DRESS		
Professionally dressed		
TIME MANAGEMENT		
Speech is between three-five (3-5) minutes - deduct (1) point for every five (5) seconds over		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

RECRUITMENT & MARKETING PRESENTATION

COMPETITION READINESS

AREAS OF FOCUS

- Team event
- Focus is expressing creative ways to make students aware of your FEA club in your school and community and increase membership
- Must prepare a written presentation, visual display and oral presentation (to accompany the visual display on competition day)
- Display must be freestanding or tabletop
- Clearly show how your plans will impact enrollment into your chapter
- Use proper grammar, punctuation and spelling throughout written presentation & display
- Document any research used to aid this competition
- Incorporate professional presentation skills

PREPARATION TIPS

- Written presentation should be 12 pt. font and double-spaced
- Your oral presentation must be no longer than ten (10) minutes; therefore, practice beforehand to ensure you are within the time constraints
- You will be expected to answer interview questions from the judges after presenting. Be prepared with detailed responses for possible questions
- Focus on creative and original ideas to make your presentation and display unique
- Illustrate how future ideas for recruitment and marketing involve all club members
- Run through a full practice with your chapter members to make sure you have all necessary materials and supplies, you have good eye contact and clear speech and are prepared for any interview questions with proper responses

RESEARCH

The following are research resources that may be helpful concerning your topic:

- Interview your principal - what is acceptable at your school
- Interview fellow students - what most grasps their attention
- Interview counselors - how do they encourage student participation
- Internet sources - recruitment/marketing strategies

RECRUITMENT, MARKETING PRESENTATION & DISPLAY COMPETITION

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	No

PURPOSE

The purpose of the recruitment and marketing presentation and display competition is to illustrate various ways your FEA Chapter recruits and markets your program in your school and community. To create a greater awareness of the importance of the impact your chapter has in the future of education.

GENERAL INFORMATION

- The recruitment and marketing presentation and display competition must be developed and completed during the current school year
- The display may be either freestanding or tabletop. Freestanding displays should not exceed a space of 48" deep by 60" wide by 72" high. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high
- The display may be used as a visual during the presentation. This should include any printed materials, pictures, samples research items, etc. used to identify your school of the future and illustrate your planning efforts
- The submitted presentation must be double-spaced, 12 pt. font size and printed on white paper with contestant names, school, contest name and student's grade levels

SUBMISSION INFORMATION

- Complete and submit your ECAP, Resume & Interview for all participants with conference registration
- At the designated time, participants will have ten (10) minutes to set up a display. Only participants are allowed in the set up area
- Participants must bring all necessary supplies and/or equipment
- A copy of your presentation will be provided to the judges at the beginning of your presentation
- The oral presentation may be up to ten (10) minutes in length. A one (1) minute warning will be given at nine (9) minutes. Participants will be stopped at ten (10) minutes
- Following the presentation, the judges will have five (5) minutes to interview and ask questions of participants
- At least two (2) student representatives who participated in creating the presentation or project must be registered and present at the conference

PROGRAM STANDARDS

- | | | |
|----------|-----|---------------------------------------------------------------------------------------------------------------------------|
| STANDARD | 1.0 | Examine the role of the education industry in the economy
Recognize the factors that contribute to an effective school |
| STANDARD | 5.0 | Explain the roles of support service personnel in schools |
| | 5.3 | Describe the role of community resources in and out of the school to provide student assistance |

STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
STANDARD	11.0	Identify instructional methods for student learning
	11.1	Investigate various methods of instruction
	11.2	Identify teaching methods that accommodate various learning styles

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines.

- Based on presentation skills, research and content of speech
- Complete and submit your ECAP, Resume & Interview for all participants with conference registration. ALL Team members' scores will be added and averaged for a final score worth **10%** of the total score

RECRUITMENT, MARKETING PRESENTATION & DISPLAY

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
PROJECT	
Quality printed materials & samples	
Cooperative efforts of team & organizations	
Original & Creative activities evident	
FEA purpose clearly reflected	
A variety of recruitment & marketing strategies are evident in presentation	
Project had measured impact on enrollment	
DISPLAY	
Display communicates project clearly	
Display was set up within the time limit provided (10 minutes)	
Display & media were used in presentation to illustrate recruiting & marketing activities	
Organized & easy to follow	
PRESENTATION	
Objectives & outcomes clearly identified	
Dressed professionally	
Oral presentation was under ten (10) minutes – deduct (1) point for every fifteen (15) seconds past time limit	
Overall impression of presentation	
Voice was clear & understandable	
Body language enhanced presentation	
Participants demonstrate confidence	
Answers to questions are exceptional	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

RESEARCHING LEARNING DISABILITIES

COMPETITION READINESS

AREAS OF FOCUS

- Team event
- There are two (2) components to this competition: a ten (10) page research paper and a PowerPoint presentation
- During a chapter meeting, divide into five (5) small groups
- Each group will select one (1) of the following five (5) learning disabilities to research:
 - Dyslexia
 - Dyscalculia
 - Dysgraphia
 - Dyspraxia
 - Dysphasia (also known as aphasia or global aphasia)
- Each small group will research their assigned learning disability so that they can write a two (2) page report that defines their assigned disability, describes the effects of the disability, explains how it is identified (diagnosed), and includes strategies teachers could use to help educate a student afflicted with the disability. References to research must be included
- Chapter members will use the research from these five (5) small-group reports to collectively prepare one (1), ten (10) page research paper that cohesively ties together all of their research. The report must include references. The title page and research page will not count as part of the ten (10) page research paper
- Chapter members will then use the information collected in the research phase to collectively create an engaging, informative PowerPoint presentation that complements their research and illustrates key teaching points
- The PowerPoint must include the name of the school, city, and state
- Chapters selected to move forward to the onsite portion of the competition must be prepared to make a fifteen (15) minute presentation about their research using the PowerPoint as their visual aid. The chapter must select two (2) or three (3) students to present on behalf of the entire chapter. (There should be no less than two (2) and no more than three (3) student presenters)

PREPARATION TIPS

- Make sure all disabilities are thoroughly research and documented
- Align your PowerPoint with your written documents
- Create a PowerPoint that is colorful and interesting
- If selected to present your project; make sure all team members have a part in the actual presentation (equal representation)
- Practice your presentation several times with chapter members and solicit feedback to strengthen your presentation
- Make sure you have the proper equipment for your presentation (laptop, thumb drive with PowerPoint, LCD projector, Screen
- Use personal experiences or stories to add relevance and meaning to your presentation

RESEARCH

- Use “best practices” in what teaching methodologies are used in each area
- Document what research you used with source and date of publication
- Use current data as much as possible

RESEARCHING LEARNING DISABILITIES COMPETITION

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	Yes

PURPOSE

Learning disabilities (LD) are a group of varying neurological disorders that have a negative impact on learning. Learning disabilities affect the brain's ability to receive, process, store and respond to information and may affect one's ability to speak, listen, think, read, write, spell or compute.

The purpose of this competition is to work collaboratively to learn more about specific learning disabilities and produce a group research paper and PowerPoint that could be used to educate others.

There are five (5) specific learning disabilities: dyslexia, dyscalculia, dysgraphia, dyspraxia, and dysphasia (also known as aphasia or global aphasia). The education-related act that ensures services to students who have been diagnosed with a learning disability is called the Individuals with Disabilities Education Act (IDEA).

GUIDELINES

- Chapter members will divide into five (5) groups. Each group will research and report on one (1) of the five (5) learning disabilities. Each small group will write a two (2)page paper that defines their assigned disability, describes the effects of the disability, explains how it is identified (diagnosed), and includes strategies teachers could use to help educate a student afflicted with the disability
- References to research must be included
- Chapter members will use the research from these five (5) small-group reports to collectively prepare one (1), ten (10) page research paper that cohesively ties together all of their research. The report must include references. The title page and research page will not count as part of the ten (10) page research paper
- Chapter members will use the information collected in the research phase to collectively create an engaging, informative PowerPoint presentation. The PowerPoint will serve as the visual aid to the chapter's research findings. The presentation should not be merely a collection of slides with text from the research paper. It should complement the research and illustrate key teaching points. Search on the Internet for tips and suggestions on how to create a good PowerPoint
- Chapters with the top ten (10) highest-scoring entries will be invited to present their research to a panel of onsite judges
- The Chapters must select two (2) or three (3) students from the chapter to present a fifteen (15) minute presentation about their research using the PowerPoint as their visual aid. Your chapter will provide the laptop and LCD projector and screen for the competition
- The Chapter members should bring their PowerPoint on a jump drive. The winning chapter will present their PowerPoint at the FEA State Conference
- There are two (2) components to this competition: a ten (10) page research paper and a PowerPoint presentation
- During a chapter meeting, divide into five (5) small groups

- Each group will select one (1) of the following five (5) learning disabilities to research:
 - Dyslexia
 - Dyscalculia
 - Dysgraphia
 - Dyspraxia
 - Dysphasia (also known as aphasia or global aphasia)
- Each small group will research their assigned learning disability so that they can write a two (2) page report that defines their assigned disability, describes the effects of the disability, explains how it is identified (diagnosed), and includes strategies teachers could use to help educate a student afflicted with the disability. References to research must be included
- Chapter members will use the research from these five (5) small-group reports to collectively prepare one (1), ten (10) page research paper that cohesively ties together all of their research. The report must include references. The title page and research page will not count as part of the ten (10) page research paper
- Chapter members will then use the information collected in the research phase to collectively create an engaging, informative PowerPoint presentation that complements their research and illustrates key teaching points
- The PowerPoint must include the name of the school, city, and state
- The top ten (10) entries will be invited to present their PowerPoint presentation before a panel of onsite judges at the FEA State Conference. Chapters will provide the laptop, LCD projector and screen for the competition
- The chapter members should bring their PowerPoint on a jump drive. The advisors of the chapters who qualify for the presentation phase will be notified prior to conference
- Chapters selected to move forward to the onsite portion of the competition must be prepared to make a fifteen (15) minute presentation about their research using the PowerPoint as their visual aid. The chapter must select two (2) or three (3) students to present on behalf of the entire chapter. (There should be no less than two (2) and no more than three (3) student presenters.)
- The winning chapter will present their PowerPoint at the FEA State Conference
- Student presenters must be registered for the conference by the last Friday in January, and be present at the conference to participate
- Competition clothing is required for the chapter's presenters

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy
	1.2	Recognize the factors that contribute to an effective school
STANDARD	3.0	Understand the history and structure of education in the United States
		Examine current educational issues
STANDARD	5.0	Explain the roles of support service personnel in schools
	5.1	Describe the roles of certified support personnel (e.g., guidance and counseling, psychological services, librarians/media specialists, technology support, healthcare providers, etc.)
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.1	Examine the instructional and supervisory roles of paraprofessionals

	6.2	Examine instructional and supervisory roles for of teachers
	6.3	Identify the characteristics of the effective teacher and paraprofessional
	6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	7.0	Comprehend the issues related to exceptional learners
	7.1	Explain the criteria and definitions related to exceptional learners, including children with disabilities and children who are gifted
	7.2	Comprehend the use of developmentally appropriate instructional interventions for cognitive, motor, self-help, social and language activities
	7.3	Identify the components of an Individual Education Plan (IEP) including medical needs, student goals, present level of development, etc.
	7.4	Identify the legal responsibilities associated with student Individual Education Plans
	7.5	Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student's goals
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
	8.3	Identify the needs of multiple-language learners
	8.4	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.1	Identify the relationship between effective instructional strategies and classroom management
	9.2	Identify discipline strategies needed in various classroom situations
	9.3	Analyze the relationship of instructional strategies, learning objectives and learner involvement and their impact on student behaviors
STANDARD	10.0	Comprehend the stages of human development and their impact on learning and the classroom
	10.3	Recognize psychosocial development theory
	10.4	Recognize emotional development theory
STANDARD	11.0	Identify instructional methods for student learning
	11.1	Investigate various methods of instruction
	11.2	Identify teaching methods that accommodate various learning styles
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments
	11.4	Identify different assessment techniques for feedback to students and/or guiding instruction

STANDARD	12.0	Create a lesson plan and related activities to meet the needs of learners
	12.1	Develop objectives that are aligned with state and district standards
	12.2	Integrate the components of a lesson plan with activities and instructional materials
STANDARD	13.0	Apply technology for instruction and management
	13.1	Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs
	13.2	Investigate a new technology application that can be used to improve teaching and/or learning
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication
	13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities

ELIGIBILITY FOR ENTRY

- This competition is open to good-standing FEA chapters. (This is not a competition for individuals.)
 - Each high school FEA chapter may submit one (1) research paper and one (1) PowerPoint
- The Researching Learning Disabilities Competition registration form and application materials must be submitted online to:
- www.azed.gov/career-technical-education/fea (go to **Competition Guidelines**)
- The advisors of the chapters selected to compete onsite in the Researching Learning Disabilities Competition will be notified regarding each chapter's competition status
 - At least two (2) students (and no more than three (3) students) who participated in creating the chapter's research paper and PowerPoint will compete onsite at the FEA State Conference
 - Entrants grant the Arizona FEA, the sponsoring organization for FEA, the right to use and publish the submission in print, online, or in any media without compensation

JUDGING AND SCORING

- The judges' decisions are final
- Scoring is based on the Researching Learning Disabilities rubric (see **Judge's Rating Sheet** in this PDF)
- The top ten (10) winners will be awarded and recognized at the FEA State Conference. The first place entrant will present their research and PowerPoint to the conference attendees
- The presentation must not exceed the fifteen (15) minute time limit
- The winning entry will be notified in advance of the general session presentation so that they may have time to practice on stage
- Advisors of the chapters who qualify for the onsite presentation phase in the Researching Learning Disabilities Competition will be sent the competition schedule prior to conference. At least two (2) competitors, no more than three (3), from each chapter selected to present at conference must attend the FEA State Conference
- Contestants must arrive at the presentation area at their assigned time or risk disqualification

RESEARCHING LEARNING DISABILITIES SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
RESEARCH PAPER		
Two (2) entry documents are included in the submission: One (1) ten (10) page research paper and one (1) PowerPoint		
The paper is ten (10) pages long excluding a title page and references		
The paper includes an annotated reference section		
The paper includes information about each of the following: Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Dysphasia		
Materials were submitted online by competition deadline		
Punctuation is used correctly, spelling is error free, grammar is used correctly		
CONTENT		
Each of the five (5) learning disabilities has (2) pages of the report devoted to it		
Each section accurately defines the disability		
Each section describes the effects of the disability and explains how it is diagnosed		
EACH SECTION INCLUDES STRATEGIES TEACHERS COULD USE TO HELP EDUCATE A STUDENT AFFLICTED WITH THE DISABILITY (5 Points Each)		
Dyslexia		
Dyscalculia		
Dysgraphia		
Dyspraxia		
Dysphasia		
POWERPOINT		
Includes the name of the school, city and state		
Visually appealing and comprised of more than text; Good visual complement to the research paper		
Each of the five (5) disabilities is accurately represented on the PowerPoint		
Stayed within the ten (10) minute time limit for presentation - deduct one (1) point for every ten (10) seconds over time limit		
ONSITE PRESENTATION		
Participants demonstrated confidence; Dressed Professionally		
Presentation includes clear and accurate information about learning disabilities		
Presentation includes information about all five (5) disabilities		
Presenters are professional, engaging and make good eye contact with judges		
Presenters voices are easy to hear and demonstrate a variety of tones as appropriate		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

SERVICE PROJECT PRESENTATION

COMPETITION READINESS

AREAS OF FOCUS

- Team event
- Focus is illustrating a service project your FEA chapter participated in this year
- Must prepare a written presentation, visual display and oral presentation (to accompany the visual display on competition day)
- Display must be freestanding or tabletop
- Clearly state outcomes of how your service project impact your school and community
- Use proper grammar, punctuation and spelling throughout written presentation & display
- Document any research used to aid this competition
- Incorporate professional presentation skills

PREPARATION TIPS

- Written presentation should be 12 pt. font and double-spaced
- Your oral presentation must be no longer than ten (10) minutes; therefore, practice beforehand to ensure you are within the time constraints
- You will be expected to answer interview questions from the judges after presenting. Be prepared with detailed responses for possible questions
- Focus on details to make your presentation and display unique; include pictures, quotes and opinions
- Illustrate how your service project involved all club members
- Run through a full practice with your chapter members to make sure you have all necessary materials and supplies, you have good eye contact and clear speech and are prepared for any interview questions with proper responses

RESEARCH

The following are research resources that may be helpful concerning your topic:

- Interview members – what did they take away from this service project
- Interview community/school – how were they affected
- Internet sources – background on organization (if project supported an outside organization such as: specific hospital)

SERVICE PROJECT PRESENTATION & DISPLAY COMPETITION

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	No

PURPOSE

The purpose of the service project presentation and display competition is to showcase a chapter service project that adds a valuable contribution to their community or school. Participants must prepare a display and oral presentation

GENERAL INFORMATION

- The service project must be developed and completed during the current school year
- The display may be either freestanding or tabletop. Freestanding displays should not exceed a space of 48" deep by 60" wide by 72" high. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high
- The display may be used as a visual during the presentation. This should include any printed materials, pictures, samples research items, etc. used to identify your school of the future and illustrate your planning efforts
- The submitted presentation must be double-spaced, 12 pt. font size and printed on white paper with contestant names, school, contest name and grade level of students

SUBMISSION INFORMATION

- Complete and submit your ECAP, Resume & Interview for all participants with conference registration
- At the designated time, participants will have ten (10) minutes to set up a display. Only participants are allowed in the set up area
- Participants must bring all necessary supplies and/or equipment
- A copy of your presentation will be provided to the judges at the beginning of your presentation
- The oral presentation may be up to ten (10) minutes in length. A one (1) minute warning will be given at nine (9) minutes. Participants will be stopped at ten (10) minutes
- Following the presentation, the judges will have five (5) minutes to interview and ask questions of participants
- At least two (2) student representatives who participated in creating the presentation or project must be registered and present at the conference

PROGRAM STANDARDS

STANDARD	3.0	Understand the history and structure of education in the United States Examine current educational issues
STANDARD	5.0	Explain the roles of support service personnel in schools
	5.3	Describe the role of community resources in and out of the school to provide student assistance

STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.4	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines.

- Complete and submit your ECAP, Resume & Interview for all participants with conference registration. ALL Team members' scores will be added and averaged for a final score worth **10%** of the total score
- The presentation should explain the specifics of the project and its outcome
- Organization: deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project activities and accomplishments
- Reflects Purpose of FEA: Explain how your project reflects the purposes of FEA and Education Professions
- Project Impact: Explain what influences the project had on the community and chapter members
- Voice: Speak clearly with appropriate pitch tempo and volume
- Body Language: Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of display and notes or note cards used
- Grammar and Pronunciation: Use proper grammar and pronunciation
- Responses to Judges' Questions: Provide clear and concise answers to judges' questions regarding project. Questions are asked after the presentation

SERVICE PROJECT PRESENTATION & DISPLAY

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
PROJECT		
Addresses specific need		
Cooperative efforts of team & organizations		
Project increased awareness & had impact		
Completed a community needs assessment		
FEA purpose clearly reflected		
Project had measured impact on community		
Project noted impact on students participating in project		
DISPLAY		
Display communicates project clearly		
Used display to illustrate project throughout presentation		
Organized & easy to follow		
PRESENTATION		
Objectives & outcomes clearly identified		
Dressed professionally		
Overall impression of presentation		
Voice was clear & understandable		
Body language enhanced presentation		
Participants demonstrated confidence		
Answers to judges' questions are exceptional		
Stayed within the ten (10) minute time limit for presentation - deduct one (1) point for every ten (10) seconds over time limit		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

SPOTLIGHT ON SPECIAL EDUCATION

COMPETITION READINESS

AREAS OF FOCUS

- Individual event
- This event is limited to seniors only
- Submit a project that highlights the impact Special Education occupations play in students' lives
- Choose one (1) special education occupation to focus on (teacher, therapist, counselor, etc.) and address one (1) of the nine (9) given areas of certification (ED, HI, MR, etc.)
- This competition includes three (3) components: a written research paper, a DVD and an FEA Special Education Competition Job Shadowing Form
- Your project will be based around hours that you shadow someone with the occupation and area of certification that you specify

PREPARATION TIPS

Research Paper

- Include statistical data about the need for Special Education workers in Arizona
- Select a college/university to attend in Arizona along with a course path for completing the required classes to become certified in your area of interest
- Show the important influences of Special Education workers
- The body should be a minimum of 500 words and include a title page (outside the 500 word requirement)
- Submit your paper in Times New Roman font, 12 pt. font size and double-spaced with proper grammar, punctuation and spelling
- Include a minimum of three (3) references, cited on a Works Cited page in MLA format

Research - The following are research resources that may be helpful concerning your topic:

- MLA citing resources - <http://tinyurl.com/MLAciting>
- Online educational database - Educational Resources Information Center (ERIC): <http://www.eric.ed.gov/>
- Office of Special Education Programs (OSEP) website: <http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>
- Arizona Department of Education - Special Education: <http://www.azed.gov/special-education/>
- Books and articles on special education

DVD

- Your video should portray your job shadowing experience; a minimum of four (4) hours job shadowing, with three (3) hours spent with students
- You should include a two-three (2-3) minute interview with a local therapist, school psychologist or Special Education teacher about his/her experience in the Special Education field
- You should include a one-two (1-2) minute display of your hands-on experience working with the students, along with a self-commentary on why you want to join the Special Education field
- Have a video credits page citing any source media used and the editing program used
- Have a title screen including the title of your video, student names & grades, competition name and school
- Use QuickTime or MP4 format for your final product
- Preview your final video before submission to ensure it is clearly audible at all parts and it is free of technical problems

JOB SHADOWING FORM

- Complete the given FEA Special Education Competition Job Shadowing Form and Spotlight on Special Education Application and submit together with research paper and DVD

SPOTLIGHT ON SPECIAL EDUCATION PROJECT COMPETITION

Entry Per School	1 (Each category)
Type of Event	Individual
State Competition	Yes
National Competition	No

THIS COMPETITION IS LIMITED TO SENIORS ONLY

PURPOSE

The purpose of the Spotlight on Special Education project is to promote the impact that Special Education occupations (teachers and related service providers) play in the lives of students. There are three (3) essential parts to the project: a DVD, a research paper and a signed Job Shadowing form.

GENERAL INFORMATION

Choose an occupation to research. Related service providers are occupational therapist (OT), physical therapist (PT) and speech/language pathologists (SLP) working in a school setting or school psychologist.

If the Special Education teacher category is selected, you must address only one (1) of the following nine (9) certified categories:

- Early Childhood Special Education – Birth to age five (5)
- Emotional Disability (ED)
- Hearing Impaired (HI)
- Learning Disability (LD)
- Intellectual Disability (ID)
- Orthopedic/Health Impairment (O/HI)
- Severely and Profoundly Disabled
- Visually Impaired
- Cross-Categorical (this certificate covers mild to moderate ID, LD, ED, O/HI)

RESEARCH PAPER

The first element of the Spotlight on Special Education project is the research paper. The research paper is to provide students with the opportunity to research and learn about aspects of a specific special education profession. The topic for the Spotlight on Special Education research paper is “Being in a Special Education Profession has an Impact on Students.”

The research paper should

- Contact the Special Education Director in your district and ask them to respond to the challenges of recruiting Special Education personnel and document their response
- Choose a college or university in Arizona you would attend to pursue this career
- Include a course path you would take in completing all of the required courses to become certified in your special education program area of study. For example, Fall 2010: English 101, Philosophy 101, etc. This completed course path will encompass all quarters/semesters necessary to graduate and be ready for certification
- Illustrate how a Special Education teacher or related service provider influences students
- The body of the research paper must be a minimum of 500 words in length

- Research paper must be double-spaced and typed in Font Times New Roman, 12 pt. font size with a cover/title page. Spelling, punctuation, capitalization and grammar must be correct
- Identify a minimum of three (3) references
- Include a Reference page using the MLA format to cite sources of information

Examples follow for correct style when listing a book, an article or an Internet source:

- **Book**

Frye, Northrop. *Anatomy of Criticism: four (4) Essays*. Princeton: Princeton UP, 1957.

- **Newspaper article**

Crossette, Barbara. "India Lodges First Charges in Arms Scandal." *New York Times* 23 Jan. 1990, natl.ed: A4.

- **Article in online newspaper**

Goldfarb, Zachary A. "Child Health Dilemma." *Washington Times* 31 Aug. 2003, 4 Sept. 2003. <http://www.washtimes.com/world/20030831-121939-8655r.htm>

DVD

The second element of the Spotlight on Special Education project must be presented in a DVD format. The DVD portion will provide the student and audience a tangible interactive experience in shadowing a special educator or related service provider. The job shadowing experience must be with a professional connected with your research paper topic choice. The experience should total a minimum of four (4) hours with three (3) of the hours spent with students. An FEA Special Education Competition Job Shadowing Form must be completed.

The DVD should include a two-three (2-3) minute interview with a local Speech/Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT) working in a school setting, School Psychologist or Special Education teacher about his/her positive experiences being in the Special Education field. The interview should address job responsibilities, challenges and motivations.

The DVD should include a one-two (1-2) minute demonstration displaying a practical hands-on experience working with a student and commentary on why you think a Special Education career path might be for you. Enter your DVD on YouTube and provide the link for your event to:

www.azed.gov/career-technical-education/fea (go to **Competition Guidelines**)

Students should follow the following technical guidelines below for their DVD:

- Video must be in a digital format (MP4 or QuickTime)
- Voiceovers in video must be audible
- Title screen of video must include student names and grades, school, competition name and title of video
- List the editing program (iMovie, MovieMaker, Final Cut Pro, etc.) in the video credits used to assemble your video
- All source media must be cited in video credits
- Written permissions for copyrighted material must be obtained to show video at FEA State Conference and to post video on the FEA Website
- All permissions obtained to use copyrighted material in video must be cited in video credits and original permission documents must be scanned or copied and included with archived material on DVD
- Organize and archive all source media and materials on DVD so they may be accessed later

Submission Information:

- Complete and submit your ECAP, Resume & Interview with conference registration
- Complete the Spotlight on Special Education online test during the scheduled online testing window
- Entrants grant the Arizona FEA, Arizona Department of Education and Exceptional Student Services (ESS) the right to use and publish the submission in print, online or in any other media without compensation
- Entrants grant any State Department website the right to post photos of students for promotional purposes
- Submit your Spotlight on Special Education project DVD link to You Tube, research paper, FEA Special Education Competition Job Shadowing Form and Spotlight on Special Education Application together to:

www.azed.gov/career-technical-education/fea (go to *Competition Guidelines*)

SCORING GUIDELINES

See the scoring rubric for specific scoring items in addition to these scoring guidelines:

- Complete and submit your ECAP, Resume & Interview with conference registration (15% of total score)
- Complete The Spotlight on Special Education online test during the scheduled online testing window (10% of total score)

APPLICATION

Note: This application must be included with the DVD, research paper and FEA Special Education Competition Job Shadowing Form.

Spotlight on Special Education Scholarship Award: The winner will receive a \$1,000 scholarship that will be renewed to accommodate four (4) consecutive academic years based on:

- A letter of commitment to achieve a degree in one (1) of the above categories and to secure employment in an Arizona school
- Submission of quarterly/semester grades
- Maintaining a minimum of a 3.2 GPA throughout college
- If you continue your studies to obtain a Master's degree in your program as a Special Education teacher, School Psychologist, Speech/Language Pathologist, Occupational Therapist or Physical Therapist immediately following graduation, you may receive additional funding towards that degree
- ADE/ESS will provide assistance to each approved candidate to begin a Master's degree as long as:
 - i. Federal IDEA funds are available to support this effort
 - ii. The awardee maintains his/her commitment as outlined in the application

The source of the scholarship is from the Arizona Department of Education, Exceptional Student Services, Comprehensive System of Personnel Development and State Personnel Development Grant (SPDG).

PROGRAM STANDARDS

- | | | |
|----------|-----|-------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD | 3.0 | Understand the history and structure of education in the United States
Identify the roles of state and federal government in education |
| STANDARD | 5.0 | Explain the roles of support service personnel in schools |

	5.1	Describe the roles of certified support personnel (e.g., guidance and counseling, psychological services, librarians/media specialists, technology support, healthcare providers, etc.) Describe the roles of classified support personnel (e.g., food service workers, facility maintenance workers, transportation personnel, teacher aides, after-school program personnel, etc.) Describe the role of community resources in and out of the school to provide student assistance
STANDARD	6.0 6.3 6.4	Analyze the roles and characteristics of teachers and paraprofessionals Identify the characteristics of the effective teacher and paraprofessional Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	7.0 7.1 7.2 7.3 7.4 7.5	Comprehend the issues related to exceptional learners Explain the criteria and definitions related to exceptional learners, including children with disabilities and children who are gifted Comprehend the use of developmentally appropriate instructional interventions for cognitive, motor, self-help, social and language activities Identify the components of an Individual Education Plan (IEP) including medical needs, student goals, present level of development, etc. Identify the legal responsibilities associated with student Individual Education Plans Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student's goals
STANDARD	8.0 8.1 8.2	Explain the issues relating to diversity and its impact on teaching and learning Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
STANDARD	9.0 9.3	Analyze the impact of classroom management and discipline strategies on student learning Analyze the relationship of instructional strategies, learning objectives and learner involvement and their impact on student behaviors
STANDARD	11.0 11.1 11.2 11.3	Identify instructional methods for student learning Investigate various methods of instruction Identify teaching methods that accommodate various learning styles Describe strategies for addressing the needs of unmotivated students and students from challenging environments
STANDARD	13.0 13.1 13.2 13.3 13.4 13.5	Apply technology for instruction and management Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs Investigate a new technology application that can be used to improve teaching and/or learning Identify digital resources that help teachers in planning instruction, classroom management and communication Apply knowledge and skills of technology to integrate content areas with interactive student learning activities Integrate technology relevant to lesson planning, teaching and classroom management and assessment

SPOTLIGHT ON SPECIAL EDUCATION

APPLICATION

Student Name: _____

Student Email: _____

Phone: _____ City: _____

School: _____

Advisor's Name: _____

Advisor's Email: _____

College you are attending: _____

SELECT YOUR PROJECT:

- ☐ Occupational Therapist Working in a School Setting
- ☐ Physical Therapist Working in a School Setting
- ☐ Speech Language Pathologist Working in a School Setting
- ☐ Special Education Teacher - Name specific certified category: _____
- ☐ School Psychologist

SPECIAL EDUCATION COMPETITION
JOB SHADOWING FORM

Special Educator Teacher or Related Service Provider being shadowed: _____

Student Name: _____

Student School: _____

Phone: _____ Email: _____

School: _____

Number of hours student shadowed you: _____ With Student _____ Without Student

Comments: _____

Signature: _____ Date: _____

SPOTLIGHT ON SPECIAL EDUCATION

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA	SCORE
SUBMITTED MATERIALS	
Followed all guidelines & school, chapter, city credits identified	
Application is comprehensive & neat	
Job shadowing form complete with comments & signatures	
DVD submitted to YouTube and link provided with other submitted materials	
Project reflects purposes of FEA and Education Profession	
Project impact and influences on students was clearly identified	
DVD CONTENT	
Content is clear & convincing; creative & original	
Student was enthusiastic, confident & professional	
Evidence of hands-on experience with students	
Followed all technical guidelines. Use of live media in DVD, DVD is under five (5) minutes – deduct one (1) point for every ten (10) seconds over time limit	
Commentary reflects why a Special Ed career is their choice for a career	
Interview with Special Ed professional evident, clear & concise	
Interview captures job responsibilities, challenges & motivations	
RESEARCH PAPER	
Statistical data documents need for Special Ed personnel in AZ	
Three (3) resources listed, 500 words or less	
Completed course path for chosen AZ College / University	
Description of how Special Ed impacts students	
Format: Cover page / title page, student name, school, city, font = Times New Roman, 12 pt., double-spaced, reference page, correct spelling, capitalization, punctuation, grammar Deduct one (1) point for each area not in compliance up to five (5) points	
ECAP, RESUME & INTERVIEW	
Submitted prior to competition for scoring. Scored ten (10) points for submission	
TOTAL SCORE:	
JUDGE'S COMMENTS:	

STORYBOOK CREATION AND PRESENTATION

COMPETITION READINESS

AREAS OF FOCUS

- Develop storyline
- Infuse moral character in story
- Develop characters for story appropriate to audience
- Use illustrations that capture attention of audience
- Hold book in a way that your audience can see your pictures as you read the story or show audience your pages after you read them. (Slowly scan the audience so they all can follow the story through your pictures)
- Make sure your book is bound securely and easy to turn pages and showcase each page
- Develop title and credits
- Construct your book within the guidelines for size and pages
- Make sure your artwork is neat and easy to follow for your targeted audience

PRESENTATION TIPS

- Practice reading your story in front of a classroom of students who are the intended age of your story
- Develop character voices so they are distinguishable and believable to your audience
- Dress professionally or in character with your story
- Demonstrate confidence and good eye contact when you share your story
- Show passion for the moral you are trying to teach
- Speak in a clear voice with enthusiasm and good articulation
- Be prepared to answer judges' questions and maintain good eye contact with judges when speaking to them
- Practice, practice, practice

STORYBOOK CREATION AND PRESENTATION

Entry Per School	3
Type of Event	Individual
State Competition	Yes
National Competition	No

PURPOSE

To promote original creative writing, illustrations and presentation skills and to focus on the importance of character education and character development. To reinforce positive values at home, at school and in the community by encouraging appropriate student behavior, ethical decision-making and academic performance.

GENERAL INFORMATION

This is an individual event. The book may be written and illustrated by the author with the author being the presenter. Assistance with illustrations using graphic design, computer animation or other artist assistance is permissible for the artwork of the book. The participant will prepare the original short story book format that focuses on a specific, positive character trait and present it to the judges. Text and artwork may be either computer or hand generated. The story will leave the listeners with a moral lesson learned.

GUIDELINES

- Each FEA Chapter may submit (3) entries
- Be sure to read and familiarize yourself with all pages of this competition
- The event scoring rubric will serve as a guide for how storybooks are scored
- Professional clothing or character costume is required for presenter
- Participants must enter this event on the conference registration form
- Contestants will bring their storybooks to the FEA State Competitions for presentation
- Competitors should arrive fifteen (15) minutes prior to their scheduled time of their event
- The 1st, 2nd and 3rd place finishers will be recognized on stage of the FEA State Conference awards ceremony
- The first place winner will be asked to read their story at the Awards Ceremony general session
- Competitors will be assigned a time to compete and will arrive on time for their event or be subject to disqualification

BOOK GUIDELINES

- Write a short story in a “book” format. The story is written about a positive character trait of your choice which should serve as a main focus of the story
- Submit the signed “Statement of Originality” and submit to:
www.azed.gov/career-technical-education/fea (go to **Competition Guidelines**)
- This book should be written for a specific grade level audience chosen by the author
- The book includes a front and back cover, a title/credit page, and no more than twelve (12) pages. (Twelve (12) pages front only or six (6) pages front/back excluding title/credit page)
- The title page should include the title of the story, moral, appropriate grade level, author, advisor’s name, school, contact information: email and high school address
- Maximum book size is 14” X 22”
- Use a durable user-friendly method of binding the book. (Commercially produced bound blank books are allowed.)

- Text and graphics may be either hand or computer generated
- Illustrations should be colorful and art should relate to the story page. NEATNESS COUNTS!

PRESENTATION

- Acceptable presentation length, including the story introduction will be between four (4) and six (6) minutes. Presenters exceeding six (6) minutes or under four (4) minutes will be deducted one (1) point for every five (5) seconds over or under time limits
- The author will introduce the story to the judges
- Story and presentation requires at least two (2) distinct character voices
- A timekeeper will hold up time cards as a warning at four (4) minutes and again at six (6) minutes. Books exceeding the time limits will be deducted (Ten (10) point for every five (5) seconds over or under time limit. The presentation will be stopped at seven (7) minutes
- Books shall contain no more than twelve (12) pages
- After the presentation, judges will have time to ask questions and finish scoring sheets. If you missed something during the presentation, this is the time to ask questions and get clarification
- Judges will review storybook and score. Once judges are finished with their scoring, they will return the book to the participant

PROGRAM STANDARDS

STANDARD	4.0	Analyze the continuum of language and literacy development of young children
	4.4	Demonstrate book handling skills in small group, whole group and individually
	4.5	Integrate environmental print and visual representations as instructional tools to support language and literacy development across all subject areas
STANDARD	7.0	Establish and maintain an environment to promote learning and discovery
	7.7	Utilize developmentally appropriate materials and tools to support learning
STANDARD	8.0	Promote opportunities to stimulate creativity in young children
	8.1	Plan developmentally appropriate activities for visual art
	8.4	Differentiate between process art and product art
STANDARD	9.0	Provide opportunities for the development of a positive sense of self and independence in young children
	9.1	Demonstrate respect for culture, language and identity to establish a caring community of learners
	9.4	Recognize developmentally appropriate practices that promote self-regulation
	9.5	Provide opportunities for children to demonstrate care of self, others and the natural environment
STANDARD	10.0	Provide guidance to promote pro-social behavior in young children
	10.6	Practice positive guidance techniques

STANDARD	11.0	Demonstrate the importance of family engagement and support
	11.2	Demonstrate appropriate informal and written communication with family members
STANDARD	12.0	Demonstrate effective classroom management practices
		Demonstrate the ability to conduct learning activities in small and whole group settings
STANDARD	13.0	Demonstrate professionalism in the field of early childhood education
	13.6	Engage in self-reflective teaching practices

STORYBOOK CREATION AND PRESENTATION

SCORING RUBRIC

AWARD 1-5 POINTS FOR EACH AREA		SCORE
WRITTEN & ILLUSTRATION		
Cover Page - interesting, colorful; Title Page - contains necessary information		
Grammar, spelling and punctuation		
Appropriate Book Size / Binding - user friendly, durable		
Overall Neatness / Appropriate Length		
Character Trait - appropriate for a specific grade level		
Relevancy of story to moral / Sequenced events		
Interesting - holds reader's attention		
Illustrations - appropriate for text / page, colorful		
Moral Lesson - stated specifically, logically developed		
Characters / Story Plot - developed throughout the story		
PRESENTATION		
Room presence and voice of presenter - sincerity of tone, enunciation / pronunciation, expressiveness		
Introduction of the story to the audience		
Character voices - at least two (2) distinct characters' voices		
Age and level appropriateness of presentation		
Reads story as written; Voice was clear & understandable		
Body language enhanced presentation		
Participants demonstrate confidence; dressed professionally		
Answers to questions are exceptional		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE'S COMMENTS:		

STUDENT ACHIEVEMENT AWARD

COMPETITION READINESS

Entry Per School	All Members Eligible
Type of Event	Individual
State Competition	Yes
National Competition	No

PURPOSE

The purpose of this award is to recognize members for outstanding achievement and their demonstration of leadership, commitment and excellence as well as their contributions to promoting and representing the Arizona FEA organization in a professional manner.

GENERAL INFORMATION

There are three (3) levels of recognition - Merit - Excellence - Master. Each level has its own level of achievement that members must meet in order to earn the award. Activities can be throughout the current school year. All activities will be listed on the FEA Student Achievement Award Application with a brief explanation of each activity. To be part of the Arizona FEA recognition program, your first step is to be a member of your local chapter, State FEA organization and National Association. It is your responsibility to complete each task assigned and have your chapter advisor evaluate and document the project. All level winners will be recognized at the FEA State Conference with the Gold level winners receiving medals and being recognized on stage. ALL MEMBERS are encouraged to submit an entry for the Student Achievement Award. This **DOES NOT** count as one (1) of your three (3) events for participation.

SUBMISSION INFORMATION

- Submit Official FEA Competition Entry Form
Submit FEA Student Achievement Award Application to:
www.azed.gov/career-technical-education/fea (go to *Competition Guidelines*)

PROGRAM STANDARDS

STANDARD	5.0	Explain the roles of support service personnel in schools
	5.3	Describe the role of community resources in and out of the school to provide student assistance
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD	11.0	Identify instructional methods for student learning
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments
STANDARD	12.0	Create a lesson plan and related activities to meet the needs of learners Conduct a reflective evaluation of the implemented lesson plan
STANDARD	13.0	Apply technology for instruction and management
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication

SCORING GUIDELINES

See the scoring criteria below

Merit – Receives a Certificate of Recognition	Points
Donate ten (10) hours of service to an educational or service organization	10
Participate on your chapter's community service project committee (Prepare a 100-word summary describing what you learned from you experience)	10
Attend three (3) FEA chapter meetings	10
Participate in a promotional or fundraising project for your chapter	10
Recite FEA Motto	10
Help plan a school activity for your chapter (prepare a 100-word description of the project)	10
Make a presentation to your local school board or civic organization about your FEA experience	10
Complete a minimum of thirty (30) hours of in classroom work-based teaching	20
Attend at least one (1) Arizona FEA State sponsored activity	15
Participate in at least one (1) State Competition	15
Serve in a leadership role in your local FEA Chapter (Chapter officer, Committee Chair)	15
Mentor a younger student for at least one (1) semester (Prepare a 200-word description of your experience and the impact you had on the student and the impact it had on you)	20
TOTAL: 100 Points Earned Minimum	

Excellence – Receives a Certificate of Recognition	Points
Donate twenty (20) hours of service to an educational or service organization	20
Participate on your chapter's community service project committee (Prepare a 100-word summary describing what you learned from you experience)	10
Participate in a promotional or fundraising project for your chapter	10
Help plan a school activity for your chapter (prepare a 100-word description of the project)	10
Attend three (3) FEA chapter meetings	10
Recite FEA Motto	10
Make a presentation to your local school board or civic organization about your FEA experience	10
Read an Educational Journal Article about a current issue and write a 200-word summary	20
Complete a minimum of forty (40) hours of in classroom work-based teaching	30
Attend at least one (1) Arizona FEA State sponsored event	15
Participate in at least one (1) State Competition	15
Serve in a leadership role in your local FEA Chapter (Chapter officer, Committee Chair)	15
Attend the FEA State Chapter Officer Training	15
Mentor a younger student for at least one (1) semester (Prepare a 200-word description of your experience and the impact you had on the student and the impact it had on you)	20
TOTAL: 175 Points Earned Minimum	

Master – Receives a plaque of Recognition and a Gold Medal	Points
Donate thirty (30) hours of service to an educational or service organization	30
Participate on your chapter's community service project committee (Prepare a 100-word summary describing what you learned from you experience)	10
Participate in a promotional or fundraising project for your chapter	10
Help plan a school activity for your chapter (prepare a 100-word description of the project)	10
Attend three (3) FEA chapter meetings	10
Recite FEA Motto	10
Make a presentation to your local school board or civic organization about your FEA experience	10
Read an Educational Journal Article about a current issue and write a 200-word summary	10
Submit an application to be an Arizona FEA State Officer	10
Write an article for your school newsletter or website about your FEA Chapter or a chapter activity	10
Complete a minimum of fifty (50) hours of in classroom work-based teaching	40
Attend at least one (1) Arizona FEA State sponsored event	15
Participate in at least two (2) State Competitions	25
Serve in a leadership role in your local FEA Chapter (Chapter officer, Committee Chair)	15
Attend the FEA State Chapter Officer Training	15
Write a 500-word essay on your contributions to your local FEA Chapter and State FEA organization and how your experience influenced your decision to teach and how it prepared you for your career	20
Attend at least two (2) Arizona FEA State sponsored events	30
Mentor a younger student for at least two (2) semesters (Prepare a 200-word description of your experience and the impact you had on the student and the impact it had on you)	40
TOTAL: 275 Points Earned Minimum	

Bonus Points:	Points
Students may earn bonus points for additional chapter sponsored activities such as service projects, fundraisers, teacher appreciation or other chapter sponsored activities. Each additional activity earns an additional	10
Students may earn bonus points for additional chapter sponsored activities such as service projects, fundraisers, teacher appreciation or other chapter sponsored activities. Each additional activity earns an additional	10
Students who attend the FEA National Conference earns an additional	20
Interview a School Administrator and write a 200-word report on their personal skills they believe are crucial to success in education and an overview of their job responsibilities. This earns an additional	10
Prepare a Press Release for a Chapter Activity and submit to FEA State Director. This earns an additional	10

FEA STUDENT ACHIEVEMENT AWARD
APPLICATION

Name: _____

School: _____

Name of
Organization: _____

Hours of service to an educational or service organization: _____

Dates of Service: _____

Supervisor Name: _____ Supervisor's Signature: _____

POINTS:

Participated on your chapter's community service project committee

Prepare a 100-word summary describing what you learned from you experience

POINTS:

Participated in a promotional or fundraising project for your chapter

Project Description:

Dates of Service:

Supervisor's Signature: _____

POINTS:

Activity you helped plan for your chapter

Activity Name: _____

Prepare a 100-word description of the project

Dates of Service: _____

Supervisor's Signature: _____

POINTS:

Presentation to your local school board or civic organization about your FEA experience

Name of Organization: _____ Date: _____

Topic of Presentation: _____

Supervisor's Signature: _____

POINTS:

Attended three (3) FEA Chapter meetings

Date _____ Presiding Officer _____

Date _____ Presiding Officer _____

Date _____ Presiding Officer _____

Recited Arizona FEA Motto

Date: _____ Advisor's Signature: _____

Educational Journal Article about a current issue - 200-word summary

Name of Journal: _____ Date: _____

Title of Article: _____

Summary:

Submitted an application to be an Arizona FEA State Officer

State Officer Position: _____

Position Held: _____

(25 Bonus Points) POINTS:

Article for your school newsletter or website about your FEA Chapter or a chapter activity

Name of newsletter or web address: _____

Title of Article: _____ Date: _____

Supervisor's Signature: _____ POINTS:

Classroom work-based teaching experience

Classroom Teacher Name: _____ Grade Level: _____

Dates: _____

Supervisor's Signature: _____ POINTS:

Arizona FEA State sponsored event(s) attended

Name: _____ Date: _____

Name: _____ Date: _____

Name: _____ Date: _____

Name: _____ Date: _____

Supervisor's Signature: _____ POINTS:

State Competitions Participated in

Competition Name: _____

Competition Name: _____

Competition Name: _____

Competition Name: _____

Supervisor's Signature: _____

POINTS:

Served in a leadership role in your local FEA Chapter (Chapter officer, Committee Chair)

Title: _____

Supervisor's Signature: _____

POINTS:

Attended the FEA State Chapter Officer Training (Current School Year)

Supervisor's Signature: _____

POINTS:

500-word essay on your contributions to your local FEA Chapter and State FEA organization and how your experience impacted your decision to teach and how it prepared you for your career

Mentor a younger student for at least one (1) semester (Prepare a 200-word description of your experience and the impact you had on the student and the impact it had on you.)

--

BONUS POINTS:

Date:

Description of Activity:

--

Date:

Description of Activity:

--

Date:

Description of Activity:

--

Date:

Description of Activity:

--

Date:

Description of Activity:

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TOTAL POINTS EARNED:

TECHNOLOGY VIDEO

COMPETITION READINESS

AREAS OF FOCUS:

- Team event
- National Competition & State Competition
- Only one (1) entry per chapter
- Focus is to demonstrate the value of using technology in education by creating a unique multimedia video clip
- All entries must be uploaded online through conference website; you may NOT bring video on a disk to play at the conference
- Video file MUST be in .mp4 or .flv format
- Include a title page at beginning of video with a title, name of your school, city and state
 - Full names of students should **NOT** be spoken aloud or written anywhere in video for security reasons
- Video must be more than one (1) minute but no more than two (2) minutes from beginning caption to last ending credit
- Contestants with top ten (10) entries will present their video at National Conference
- Those presenting video at National Conference will be asked to select one (1) chapter representative (involved in competition) to participate in one (1) hour session with panel of judges and conference attendees
- Use proper grammar, punctuation and spelling throughout audio and written video clips

PREPARATION TIPS:

- Although this is a team event, include your entire chapter when gathering ideas and information about technology
- Include innovative ways to incorporate technology into a classroom
- Your video should be appropriate for the adolescent age group, represent diverse ideas to include students/classrooms in all parts of the country, be appealing to students and have a unique creativity
- Test your video prior to submission to check for audible sound, no breakage in video clips and that your video fits within the time restraints
- Have fun with your video and illustrate ways you would like to see technology used from a student perspective and a teacher perspective
- Give video clips of your creative technology being used and how it affects the success of students
- If chosen in top (10), prepare to present video at National Conference

TECHNOLOGY VIDEO

Entry Per School	1
Type of Event	Team
State Competition	Yes
National Competition	No

PURPOSE

The Technology Video Competition allows students to collaboratively problem-solve as they produce a creative, multimedia video clip designed to demonstrate and explore the value of using technology in the classroom. The video project should demonstrate creative and innovative ways technology can be utilized in the classroom to engage students and enhance their learning experience. This competition affords chapter members the opportunity to sharpen their technology skills as well as develop their leadership and team-building skills.

ELIGIBILITY FOR ENTRY

- This competition is open to good-standing FEA chapters at the high school level (This is not a competition for individuals)
- Each high school FEA chapter may submit one (1) video project
- The Technology Video Competition registration form and application materials must be submitted by the Competition Entry deadline
- The advisors of the chapters selected to compete onsite in the Technology Video Competition will be notified regarding each chapter's competition status. At least two (2) students who participated in creating the video project that will compete onsite at conference must be registered for the FEA State Conference
- Entrants grant Arizona FEA the right to use and publish the submission in print, online or in any media without compensation

COMPETITION GUIDELINES

- All entries and videos must be submitted by the Competition Entry deadline
 - The video file must be in either an .mp4 or .fly format. Videos that are not in either of these two (2) file formats will not be accepted and will be immediately disqualified
 - The video must contain a title at the beginning of the video
 - The video must include the name of the school, city and state in the closing credits (Example: This message was brought to you by Podunk High School's chapter of the Future Educators Association in Somewhere, AZ)
 - From the beginning caption until the last scene of the closing credits inclusively, entries must be no less than one (1) minute in length and no longer than two (2) minutes in length. If less than one (1) minute or longer than two (2) minutes, the video will be immediately disqualified
- Post your video on YouTube and submit link to:
- www.azed.gov/career-technical-education/fea *(go to Competition Guidelines)*
- The top ten (10) entries will be invited to present their video at the FEA State Conference. The advisors of the chapters who qualify for the presentation phase will be notified prior to conference
 - Chapters selected to move forward to the onsite portion of the competition will participate in a fifteen (15) minute public presentation session with a panel of judges and any FEA conference attendees who wish to be in the audience. The chapter must select at least two (2) students to represent their chapter.
 - Chapter representatives must be registered for the conference and be present at the one (1) hour public presentation session

JUDGING AND SCORING

- The judges' decisions are final
- Scoring is based on the Technology Video Competition rubric

The following factors will be considered when the entry is judged:

Content: The video is appropriate for a national teenage audience; the video could be well received and appreciated by students in all parts of the country. The video shows the value of:

- Using technology in the classroom
- Demonstrates creative and innovative ways to engage students using technology and clearly states how technology can be used to enhance students' learning experiences

Creativity: The video is presented in a manner that is appealing to students, unique and attention grabbing. Videos must incorporate original ideas. A PowerPoint slideshow of photos set to music does not constitute creativity and originality.

- The top ten (10) finalists will be recognized at the FEA State Conference

HOW TO ENTER

- The chapter must register and submit all application materials by the Competition Entry deadline
- Advisors of the chapters who qualify for the onsite presentation phase in the Technology Video Competition will be sent the competition schedule prior to conference

PROGRAM STANDARDS

STANDARD	1.0	Examine the role of the education industry in the economy
	1.2	Recognize the factors that contribute to an effective school
STANDARD	3.0	Understand the history and structure of education in the United States Examine current educational issues
STANDARD	6.0	Analyze the roles and characteristics of teachers and paraprofessionals
	6.2	Examine instructional and supervisory roles of teachers
STANDARD	8.0	Explain the issues relating to diversity and its impact on teaching and learning
	8.1	Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
	8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
STANDARD	9.0	Analyze the impact of classroom management and discipline strategies on student learning
	9.1	Identify the relationship between effective instructional strategies and classroom management
	9.2	Identify discipline strategies needed in various classroom situations
	9.3	Analyze the relationship of instructional strategies, learning objectives and learner involvement and their impact on student behaviors

STANDARD	11.0	Identify instructional methods for student learning
	11.1	Investigate various methods of instruction
	11.2	Identify teaching methods that accommodate various learning styles
	11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments
	11.4	Identify different assessment techniques for feedback to students and/or guiding instruction
STANDARD	12.0	Create a lesson plan and related activities to meet the needs of learners
	12.1	Develop objectives that are aligned with state and district standards
	12.2	Integrate the components of a lesson plan with activities and instructional materials
	12.3	Implement a lesson and a planned learning activity
	12.4	Conduct a reflective evaluation of the implemented lesson plan
STANDARD	13.0	Apply technology for instruction and management
	13.1	Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs
	13.2	Investigate a new technology application that can be used to improve teaching and/or learning
	13.3	Identify digital resources that help teachers in planning instruction, classroom management and communication
	13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities
	13.5	Integrate technology relevant to lesson planning, teaching and classroom management and assessment

TECHNOLOGY VIDEO SCORING RUBRIC

AWARD 1-10 POINTS FOR EACH AREA		SCORE
CONTENT		
The video makes a clear statement about the value of using technology in the classroom		
Video is between 60 seconds and 120 seconds in length – deduct (1) point for every second over or under time limit		
The video demonstrates creative and innovative ways to engage students using technology in the classroom		
The video contains a title at the beginning of the video with captions		
The video clearly states how classroom technology can enhance students’ learning experiences		
Video contains original ideas		
The content is appropriate for viewing for a national television audience		
CREATIVITY		
The content is presented in a manner that is appealing to a national teenage audience		
The submission is attention-grabbing		
The submission is unique and contains original content		
AWARD 1-5 POINTS FOR EACH AREA		SCORE
GUIDELINES		
The video includes the name of the school, city and state in the credits. Text within the video has correct spelling, grammar, capitalization and punctuation		
ECAP, RESUME & INTERVIEW		
Submitted prior to competition for scoring. Scored ten (10) points for submission		
TOTAL SCORE:		
JUDGE’S COMMENTS:		

CONTACT INFORMATION

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ARIZONA

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